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ABSTRACT

This study identified patterns among small schools in rural communities across a seven-state area. Perceptions of high school seniors, counselors, and graduates were gathered about their rural schools in districts with grade 7 to 12 enrollments of less than 500. Factual information about programs and local schools was obtained from school administrators. Ninety-six school districts in Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming participated. Data were compiled by source, e.g. high school student, graduate, superintendent, and by area of inquiry, e.g., school, community, and presented in 11 table sets with data broken down in 137 separate tables by factors such as states, enrollment size, degree of isolation. Comparisons also were made by enrollment size. Schools in the study were found to be more alike than different and characteristics were consistent across the seven states. Among discovered patterns were: staff lack of advanced degrees; low number of years of tenure; lower base teacher salaries and higher district per pupil cost in smaller districts; high percentage of students/graduates planning/pursuing post-secondary education; student satisfaction with academic/career preparation and community life; and relationships between enrollment size and percent of students who take selected courses. Tables and survey forms are included. (LFL)

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A Study of RURAL/SMALL SCHOOLS and THEIR GRADUATES in a SEVEN STATE AREA

by

Jerry Horn, Principal Investigator
Jeffrey Anschutz
Patricia Davis
Fran Parmley

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A Study of Rural/Small Schools and Their Graduates in a Seven-State Area

by
Jerry Horn
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Center for Rural Education and Small Schools
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Mid-Continent Regional Educational Laboratory

EXECUTIVE SUMMARY

A preliminary follow-up study in 1985 of graduates from five Kansas school districts yielded evidence that patterns and trends may exist across small schools in rural areas. At the same time, unique and possibly unexpected findings indicated that differences do exist among communities with respect to post-secondary education and career choices. In cooperation with the Mid-Continent Regional Educational Laboratory (McREL) and under the direction of Paul Nachtigal, a decision was made to expand the preliminary study both in terms of content and geographic scope. The seven states in the McREL region and the states in which this study was conducted are North Dakota, South Dakota, Nebraska, Kansas, Missouri, Colorado and Wyoming. While these states have many differences, each is geographically contiguous with at least one other one among the seven. Other common characteristics among the seven states include agriculture as a major contributor to the economy, large, open land areas, relatively sparsely populated and numerous small schools of considerable distance from major metropolitan areas.

This study focuses on perceptions of high school seniors, counselors, and selected graduates of 1981, 1983 and 1985 concerning their schools. In

addition, factual information about programs and local schools was obtained from counselors and school superintendents. The purpose of the study was primarily to build a data base that will better help us understand small schools in rural communities across the seven-state area. It is intended to identify patterns or trends and to highlight differences that may exist among various groupings of respondents. The study should not be viewed as an attempt to determine statistical differences among school districts, states or groups of respondents, but as a concerted effort to gather information across the seven-state area.

School districts eligible to become subjects for this study were those whose grade 7 to 12 full-time equivalent enrollment did not exceed 500 students. Districts from six different enrollment sizes (0-50, 51-100, 101-200, 201-300, 301-400 and 401-500) were randomly selected and invited to participate, with the encouragement of the chief state school officers or their respresentatives. In total, 96 school districts participated with the following percentage in each enrollment category.

7-12 Enrollment Category	Percentage
0-50	18.9
51-100	24.2
101-200	32.6
201-300	12.6
301-400	4.2
401-500	7.4

The data were compiled by source (high school student, graduate, superintendent, etc.) and area of inquiry (school, community, etc.) and presented in eleven table sets, which included data broken down by various factors (states, enrollment size, degree of isolation, etc.) in 137 separate tables.

The results of this study have value for various types of decision-makers and other interested groups. An abbreviated list of selected patterns and trends is shown below.

- 7-12 enrollment and area of district are not directly related
- school district offices tend to be within 40 miles of a community of 5,000 or more
- one-quarter or more of the schools reported that 10% or less of their teachers have advanced degrees
- more than 50% of all students are bussed, regardless of 7-12 enrollment and/or state
- very small schools ($\leq$100 7-12 enrollment) have two or fewer K-12 administrators
- more than 80% of administrators have $\leq$ 10 years of tenure in the district in which they are now employed
- food service cost per serving does not tend to be related to size of school enrollment
- districts in NE, ND and MO tend to have fewer attendance centers
- smaller districts (7-12 enrollment) have noticeably lower base salaries for teachers
- smaller districts' highest teacher salaries are less than their larger counterparts ($\sim$ \$18,000-20,000 vs. \$26,000-30,000)
- generally, smaller districts have a lower "district per teacher cost" (General Fund $\div$ Number of teachers)
- "district per pupil cost" (General Fund $\div$ Number of students) is highest in districts with a 7-12 enrollment of 0-50 with little change between 51-100 and 101-200
- less than 10% of district budgets are from federal sources
- smaller schools tend to have lower district population density, with $>$ 50% of those with a 7-12 enrollment of $\leq$ 50 having a density of $>$ 5.00/square mile

- more than 2/3 of the seniors report receiving grades of B or better in high school

- farming and blue collar work are most often cited as the occupation of the father, while most mothers are homemakers

- less than 50% of both fathers and mothers have post-high school education

- more than 75% of the high school seniors plan to engage in some form of post-high school education

- about 3/4 of the high school seniors have made career decisions and feel they have had adequate knowledge or exposure to make this choice

- to seniors, nature of the work is overwhelmingly the most important factor in choosing a career or area of study

- counseling for seniors is derived from several sources, but more than 25% reported receiving no counseling

- mathematics, science and English, in that order, are areas in which seniors feel least prepared for transition from high school to college

- financial reasons is the predominant factor for the 39% of the seniors who believe their career/ educational choices are "limited" or "very limited" after high school

- females receive grades of B+ to A at a ratio of almost 3:2 compared to males

- lack of social skills is not a factor in students' minds in the transition from high school to college

- among the four categories of better students, there doesn't seem to be any difference in their preference to locate a job near a large city

- remaining in the community after graduation from high school is not generally considered to be an indication of lack of success

- job satisfaction is far more important than salary, prestige or location

- in 1985, 59% of all 1981, 1983 and 1985 graduates were engaged in some kind of educational pursuit, and 44% were enrolled in a four-year college

- only 10.2% of all 1981,1983 and 1985 graduates who were were working were engaged in farming, while 39.7% of the fathers of all respondents were identified as farmers

- of specifically identified groups, high school guidance counselors, parents and teachers are identified as most influential in learning about career opportunities

- math was the area for which graduates were least prepared for the transition from high school to college

- the majority of graduates' college grades were about the same or higher than those received in high school

- almost one-quarter of the graduates indicate that they would never return to their home community, while 22% would prefer a job near their home community

- graduates from smaller schools express a greater intent to return to their home community

- regardless of school size, graduates cite the least liked characteristics of their communities are few job opportunities, (lack of) availability of entertainment and isolation

- for the most part, values of graduates for a satisfactory community in which to live do not differ among the states

- in choosing where to live, graduates rate good schools and opportunities for career advancement most important, while opportunities for participation in community decision making and living near people of similar backgrounds are least important

- about one-half of the graduates prefer to live on a farm or in a small town, while generally less than 10% would prefer to live in large city

- the most liked characteristics of the home communities by graduates were a safe, low crime rate, friendly surroundings and presence of good friends

- about 3/4 of the counselors believe they are "well" or "adequately" prepared, and this perception is consistent across states

- opportunities for professional development/training in career education and for working with bilingual or non-English speaking students are lacking across all states

- individual counseling, meetings with seniors, small group discussions and area career professionals are the methods most often used to inform students about career and educational opportunities

- physics, chemistry and computer science are widely offered across all states

- foreign language, trigonometry or calculus and business management are generally taken by a small percentage of students across all states

- little difference exists among the states in the percentages of students who take physics or chemistry

- about 10% of the counselors devote 20% or less of their time to counseling, with 30% or more reporting having 80% or more of their time for that purpose

- a higher percentage of students in smaller schools participate in extracurricular activities

- virtually all schools, regardless of size, offer chemistry, physics and computer science

- more than one year of foreign language, as a curricular offering, does not appear to be related to school size

- superintendents in smaller schools generally report their communities having fewer and poorer services, such as libraries, police/fire protection, etc.

- communities that are closer than 70 miles to a city over 100,000 are perceived by superintendents to have better vocational programs, poorer rental housing, fewer radio stations and newspapers that feature community events and poorer parks and recreation programs

- superintendents' perceptions about their communities are consistent across states

A concern often raised pertains to the limited course offerings available to students in small schools. The more important question may be, at least from a programming standpoint, "Is there a relationship between

enrollment size of schools and the percent of students who take selected courses?" Correlation coefficients reflecting the degree of these relationships were calculated; and when a significant relationship ($p \leq 0.05$) was found, it favors schools with smaller enrollments. For example, as school size increases, the percentage of students who take physics/chemistry and business management decreases. At the same time, no significant relationships were found in the areas of foreign language and trigonometry/calculus with regard to school size.

A considerable amount of data was generated in this study. The statements found above are selected generalizations, and they reflect only a small part of the available data. It appears that small schools are more alike than they are different, and characteristics are consistent across the seven states of the respondents. All respondents were from relatively small schools and any conclusions must be framed in that context. Overall, there are only minor differences among the schools in at least the larger five enrollment categories used in this study.

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A Study of Rural/Small Schools and Their Graduates in a Seven State Area

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A preliminary follow-up study in 1985 of graduates from five school districts in Kansas yielded evidence that patterns may exist across small schools in rural areas (Brodd, Davis and Horn, 1985). At the same time, unique and possibly unexpected findings indicated that differences do exist among communities with respect to post-secondary education and career choices. In cooperation with the Mid-Continent Regional Educational Laboratory (McREL) and under the direction of Paul Nachtigal, a decision was made to expand the preliminary study both in terms of content and geographic scope. The seven states in the McREL region and the areas of this study are North Dakota, South Dakota, Nebraska, Kansas, Missouri, Colorado and Wyoming. While these states have many differences, each is geographically contiguous with at least one other one among the seven. Other common characteristics among the seven states include agriculture as a major contributor to the economy, large and open land areas, relatively sparsely populated lands and numerous small schools of considerable distance from major metropolitan areas. Presumably, these schools are found in communities representative of the "traditional middle America" category, as described by Nachtigal in Rural Education: In Search of a Better Way (1982). This study focuses on perceptions of high school seniors, counselors and selected graduates of 1981, 1983 and 1985 concerning their schools, communities and post-secondary educational/career choices. In addition,

factual information about programs and local schools was obtained from counselors and school superintendents. The purpose of the study is primarily to build a data base that will better help us understand small schools in rural communities across this seven state area. It is intended to identify patterns or trends and to highlight differences that may exist among various groupings of respondents.

School districts eligible to become subjects for this study were those whose grade 7 to 12 full-time equivalent enrollment did not exceed 500 students. A letter requesting participation was sent to these schools, and, after confirmation, a packet of directions, survey forms, and response cards was sent to the identified contact person. (See appendix) Chief state school officers or their representatives sent letters to the schools encouraging participation. Responses were returned to Kansas State University, where they were processed, compiled and analyzed. Analyses were accomplished using the SPSS computer package and facilities/equipment at KSU.

McREL and the Center for Rural Education and Small Schools at KSU jointly developed and financially supported this project. The study should not be viewed as an attempt to determine statistical differences among school districts, states or groups of respondents, but as a concerted effort to gather information across a seven state area. Much concern is being expressed about the out migration of young people from rural communities and rural states. Assumptions are made about the form and quality of counseling services, students' perceptions of their rural communities, students' participation in curricular and extra-curricular opportunities, and the post-secondary education and career choices of rural school educated

students. The study focuses on these areas and may raise questions for further research, as well as provide information for a variety of decision makers.

Included in this report are numerous tables of data, which are generally grouped according to type of respondent and area of attention. Each set of tables is identified in this regard, and a brief description of trends/patterns and deviations is provided.

Data and Discussion

In Table Set A, factual data provided by superintendents or their representatives about the participating schools in the study are shown. This set provides the best overall description of the school districts from which the responses from others, i.e. counselors, seniors and graduates were derived. It should be particularly noted in this set, as well as the others, that all size schools and states are not equally represented. Among the trends/patterns and exceptions within the subjects are -

- 7-12 enrollment and area of district are not directly related
- most states tend to have school districts of $<$ 30 square miles in size
- districts include less than three communities with a population of 50 or more
- MO, CO and WY tend to have fewer communities with populations of 50 or more in the school district
- district offices tend to be within 40 miles of a community of 5,000 or more; 80 miles of one $\geq$ 20,000; 100-150 miles of one $\geq$ 50,000; and 150 miles of one $\geq$ 100,000
- WY district offices are generally further from larger communities than are the others
- 7-12 district enrollment and yearly bus mileage are related
- MO, CO and WY districts have greater yearly bus mileage

- districts with larger 7-12 enrollments tend to have more bus miles for student activities
- more than 50% of all students are bussed, regardless of 7-12 enrollment and/or state
- number of faculty increases proportionally to district (7-12 and K-12) enrollment
- percent of teachers with advanced degrees is consistent in schools up to 300 in 7-12 enrollment
- one-quarter or more of the schools reported that 10% or less of their teachers have advanced degrees
- very small schools ($\leq$ 100 7-12 enrollment) have two or fewer K-12 administrators
- more than 80% of administrators have $\leq$ 10 years of tenure in this district as administrator
- ND administrators tend to have longer tenure in current position
- about one 7-12 clerical positions per 100 7-12 students exist
- # of K-12 clerical and custodial staff increases for district size and also number of centers
- about one and one-half 7-12 custodial positions per 100 students exist
- number of busses and bus drivers increases as school district enrollment increases

- food service cost per serving in KS and WY tends to be greater than other states
- food service cost per serving tends to not to be related to 7-12 enrollment of ≥ 51
- most districts have no more than one high school building
- junior high school buildings tend to be found more often in schools with K-12 enrollment of > 200
- ND, MO and CO tend to have a higher percent of districts with junior high school buildings
- about one elementary school building per 100 7-12 enrollment is found
- little relationship between use of combined 7-12 buildings and 7-12 enrollment exists
- larger districts based on 7-12 enrollment have a greater number of attendance centers (buildings)
- districts in NE, ND and MO tend to have fewer attendance centers
- smaller districts (7-12 enrollment) have noticeably lower base salaries for teachers
- NE and SD districts have lower base salaries (less than \$14,000) and WY has larger ones ($>$ \$18,000)
- smaller districts' highest teacher salaries are less than their larger counterparts ($\sim$ \$18,000-20,000 vs. \$26,000-30,000)

- highest levels of teacher salaries tend to be lower in SD and ND (< $25,000), with WY having higher salaries (> $28,000)
- generally, smaller districts have a lower "district per teacher cost" (General Fund ÷ Number of teachers)
- "district per teacher cost" is greatest in WY and less in SD, ND and MO
- "district per pupil cost" (General Fund ÷ Number of students) is highest in districts with a 7-12 enrollment of 0-50 with little change between 51-100 and 101-200
- highest "district per pupil cost" is found in WY and lowest in ND and MO
- less than 10% of district budgets are from Federal sources
- districts of various 7-12 enrollment sizes are spread geographically across all states
- merit pay for district personnel is rarely used in any size school district or in any state
- smaller schools tend to have lower district population density, with >50% of those with a 7-12 enrollment of ≤ 50 having a density of < 5.00
- WY, CO and SD districts tend to have the lowest density

Table Set A

TABLE 1

7 TO 12 FULL TIME EQUIVALENT ENROLLMENT
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

7-12 FTE	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0- 50	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	0.0	27.7	0.0	6.3
51-100	55.6	43.5	0.0	0.0	0.0	0.0	15.4	30.8	42.6	30.0	17.6	11.1	0.0	21.1
101-200	11.1	52.2	38.8	0.0	0.0	0.0	23.0	46.1	28.4	40.0	23.5	22.2	10.0	27.3
201-300	0.0	4.3	51.6	8.4	0.0	0.0	30.8	7.7	21.3	10.0	35.4	16.7	20.0	21.1
301-400	0.0	0.0	9.6	66.6	0.0	0.0	15.4	7.7	0.0	10.0	17.6	0.0	20.0	9.5
401-500	0.0	0.0	0.0	16.6	25.0	14.3	0.0	7.7	0.0	0.0	0.0	0.0	30.0	4.2
501-600	0.0	0.0	0.0	8.4	50.0	14.3	7.7	0.0	0.0	0.0	0.0	16.7	0.0	4.2
601-700	0.0	0.0	0.0	0.0	25.0	71.4	7.7	0.0	7.1	0.0	5.9	5.6	20.0	6.3
COL % OF N	18.9	24.2	32.6	12.6	4.2	7.4	13.7	13.7	14.7	10.5	17.9	18.9	10.5	N=95

TABLE 2

K TO 12 FULL TIME EQUIVALENT ENROLLMENT
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

K-12 FTE	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0-100	38.9	0.0	0.0	0.0	50.0	42.9	14.3	7.7	7.2	10.0	5.9	27.7	10.0	12.5
101-200	61.1	37.5	0.0	0.0	0.0	0.0	7.1	30.8	35.7	40.0	23.5	11.1	0.0	20.8
201-300	0.0	50.0	3.2	0.0	0.0	0.0	21.4	15.3	21.3	20.0	5.9	5.6	10.0	13.6
301-400	0.0	12.5	25.8	0.0	0.0	0.0	14.3	7.7	14.3	20.0	17.7	5.6	0.0	11.4
401-500	0.0	0.0	29.0	0.0	0.0	0.0	7.1	15.3	0.0	0.0	11.8	22.2	0.0	10.5
501-600	0.0	0.0	22.5	0.0	0.0	0.0	14.3	7.7	0.0	10.0	5.9	0.0	20.0	6.2
601-700	0.0	0.0	19.3	33.3	0.0	0.0	14.3	7.7	14.3	0.0	23.5	0.0	10.0	10.4
701-800	0.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0	7.2	0.0	0.0	5.6	10.0	3.1
801-998	0.0	0.0	0.0	41.6	50.0	57.1	7.1	7.7	0.0	0.0	5.9	22.2	40.0	11.5
COL % OF N	18.8	25.0	32.3	12.5	4.2	7.3	14.6	13.5	14.6	10.4	17.7	18.8	10.4	N=96

TABLE 3

TOTAL SQUARE MILES OF DISTRICT
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

DISTRICT SQ MILES	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0-100	17.7	12.9	12.9	25.0	0.0	16.7	7.1	38.5	7.1	18.2	12.5	5.9	37.5	16.1
101-200	52.9	47.8	29.0	25.0	25.0	0.0	28.6	38.5	57.1	54.5	50.0	5.9	0.0	34.4
201-300	5.9	21.7	25.8	8.3	0.0	16.7	28.6	23.0	14.2	9.1	25.0	11.8	0.0	17.2
301-400	11.7	8.6	12.9	8.3	0.0	0.0	7.1	0.0	7.1	9.1	12.5	23.5	0.0	9.7
401-500	5.9	4.3	6.5	0.0	0.0	0.0	7.1	0.0	0.0	9.1	0.0	11.8	0.0	4.3
501-600	5.9	0.0	3.2	16.7	0.0	33.3	14.3	0.0	7.1	0.0	0.0	17.6	0.0	6.5
601-700	0.0	0.0	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	3.2
701-997	0.0	4.3	9.7	8.3	75.0	33.3	7.1	0.0	7.1	0.0	0.0	17.6	62.5	8.6
COL % OF N	18.3	24.7	33.3	12.9	4.3	6.5	15.1	14.0	15.1	11.8	17.2	18.3	8.6	N=93

TABLE 4

TOTAL POPULATION OF DISTRICT
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

DISTRICT POP	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0- 100	22.2	5.3	3.3	0.0	0.0	14.3	0.0	0.0	0.0	0.0	7.1	23.5	11.1	6.9
101- 200	5.6	10.6	13.3	0.0	0.0	0.0	0.0	0.0	0.0	11.1	21.4	17.6	0.0	8.1
201- 300	5.6	5.3	20.0	10.0	33.3	0.0	0.0	0.0	0.0	0.0	14.2	11.8	11.1	5.8
301- 400	5.6	0.0	3.3	0.0	0.0	0.0	0.0	7.7	0.0	0.0	21.4	5.9	22.2	8.1
401- 500	16.7	0.0	3.3	10.0	33.3	14.3	7.7	0.0	9.1	11.1	7.1	5.9	22.2	8.1
501- 600	11.2	5.3	0.0	10.0	0.0	0.0	0.0	7.7	9.1	0.0	7.1	0.0	11.1	4.7
601- 800	22.2	0.0	0.0	0.0	0.0	28.6	0.0	23.1	0.0	11.1	0.0	5.9	11.1	6.9
801-1000	5.6	15.8	0.0	0.0	0.0	0.0	0.0	0.0	18.2	0.0	7.1	5.9	0.0	4.7
1001-1500	0.0	31.6	10.0	0.0	0.0	14.3	15.4	23.1	9.1	0.0	7.1	17.6	0.0	11.6
1501-2000	5.6	21.1	20.0	0.0	0.0	0.0	23.0	7.7	9.1	66.7	0.0	0.0	0.0	12.8
2001-2500	0.0	5.3	10.0	0.0	0.0	0.0	0.0	15.4	9.1	0.0	0.0	0.0	11.1	4.7
2501-3000	0.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	9.1	0.0	7.1	0.0	0.0	2.3
3001-3500	0.0	0.0	0.0	10.0	0.0	0.0	0.0	7.7	0.0	0.0	0.0	0.0	0.0	1.2
3501-4000	0.0	0.0	13.3	10.0	0.0	0.0	23.0	0.0	9.1	0.0	0.0	5.9	0.0	5.8
4001-4500	0.0	0.0	3.3	30.0	0.0	0.0	15.4	7.7	9.1	0.0	0.0	0.0	0.0	4.7
4501 & OVER	0.0	0.0	0.0	0.0	33.3	28.6	15.4	0.0	9.1	0.0	0.0	0.0	0.0	3.5
COL % OF N	20.7	21.8	34.5	11.5	3.4	8.0	15.1	15.1	12.8	10.4	16.2	19.8	10.4	N=87

TABLE 5

NUMBER OF COMMUNITIES WITHIN THE DISTRICT WITH POPULATIONS OVER 50
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# OF COMMUNITIES	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	16.7	13.0	37.5	30.0	50.0	71.4	0.0	0.0	0.0	0.0	60.0	58.8	90.0	29.8
1	66.7	43.5	21.9	30.0	25.0	14.3	35.7	69.2	42.9	45.5	20.0	29.4	10.0	36.2
2	5.6	13.0	28.1	20.0	25.0	14.3	35.7	30.8	28.6	27.3	6.7	0.0	0.0	18.1
3	0.0	8.7	6.3	20.0	0.0	0.0	7.1	0.0	21.4	18.2	0.0	0.0	0.0	6.4
4	0.0	13.0	6.3	0.0	0.0	0.0	21.4	0.0	7.1	0.0	6.7	0.0	0.0	5.3
5	0.0	4.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	1.1
6	0.0	4.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.1	0.0	0.0	0.0	1.1
7	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	1.1
8	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.7	0.0	0.0	1.1
COL % OF N	19.1	24.5	34.0	10.6	4.3	7.4	14.9	13.8	14.9	11.7	16.0	18.1	10.6	N=94

TABLE 6

TOTAL POPULATION OF COUNTY IN WHICH DISTRICT IS LOCATED
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

COUNTY POP	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
4,000 & UNDER	7.7	13.0	7.4	0.0	0.0	0.0	7.7	9.1	9.1	22.2	7.1	0.0	0.0	7.2
4,001- 7,000	46.2	13.0	7.4	30.0	33.3	0.0	30.8	27.3	36.4	22.2	0.0	12.5	0.0	18.1
7,001-10,000	7.7	21.7	14.8	20.0	0.0	14.3	30.8	36.4	18.2	11.1	0.0	12.5	0.0	15.7
10,001-15,000	15.4	21.7	22.2	20.0	33.3	14.3	7.7	18.2	9.1	11.1	28.5	37.5	22.2	20.4
15,001-20,000	7.7	4.3	7.4	0.0	0.0	0.0	15.4	0.0	0.0	0.0	7.1	6.3	0.0	4.9
20,001-30,000	7.7	8.6	18.5	10.0	33.3	0.0	7.7	0.0	18.2	11.1	21.4	0.0	22.2	12.0
30,001-40,000	7.7	8.6	11.1	10.0	0.0	28.6	0.0	0.0	9.1	11.1	14.2	18.8	22.2	10.9
40,001-50,000	0.0	4.3	7.4	0.0	0.0	28.6	0.0	0.0	0.0	0.0	14.2	12.5	11.2	6.0
50,001 & OVER	0.0	4.3	3.7	10.0	0.0	14.3	0.0	0.0	0.0	11.1	7.1	0.0	22.2	4.8
COL % OF N	15.7	27.7	32.5	12.0	3.6	8.4	13.7	13.3	13.3	10.8	16.9	19.3	10.8	N=83

TABLE 7

TOTAL SQUARE MILES OF COUNTY
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

COUNTY SQ MILES	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
100 & UNDER	0.0	9.5	23.1	22.2	0.0	0.0	0.0	0.0	0.0	0.0	75.0	0.0	11.1	13.0
101- 200	0.0	0.0	0.0	0.0	0.0	14.3	0.0	0.0	0.0	0.0	0.0	7.7	0.0	1.3
201- 300	9.1	0.0	7.6	0.0	33.3	14.3	0.0	0.0	0.0	0.0	0.0	30.7	11.1	6.5
301- 400	0.0	4.8	3.8	11.1	0.0	0.0	7.7	0.0	0.0	0.0	0.0	0.0	22.2	3.9
401- 500	0.0	14.3	3.8	11.1	0.0	28.6	0.0	36.4	0.0	0.0	0.0	7.7	22.2	9.1
501- 600	36.4	9.5	15.4	11.1	0.0	28.6	15.4	45.5	27.2	25.0	0.0	0.0	11.1	16.8
601- 800	9.1	19.0	11.6	11.1	33.3	0.0	30.8	0.0	27.2	0.0	16.7	7.7	0.0	13.0
848- 975	0.0	9.5	7.6	0.0	0.0	0.0	15.4	9.1	9.1	0.0	0.0	0.0	0.0	5.2
1098-1500	9.1	19.0	15.4	22.2	0.0	0.0	30.8	0.0	27.2	37.5	8.3	0.0	0.0	14.3
1512-1940	9.1	4.8	7.6	0.0	0.0	0.0	0.0	0.0	9.1	12.5	0.0	15.4	0.0	5.2
2090-3015	9.1	0.0	3.8	11.1	0.0	0.0	0.0	9.1	0.0	12.5	0.0	7.7	0.0	3.9
25,065 & OVER	18.2	9.5	0.0	0.0	33.4	14.3	0.0	0.0	0.0	12.5	0.0	23.1	22.2	6.5
COL % OF N	14.3	27.3	33.8	11.7	3.9	9.1	16.9	14.3	14.3	10.4	15.6	16.9	11.7	N=77

TABLE 8

NUMBER OF COMMUNITIES WITHIN THE COUNTY OVER 50 IN POPULATION
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# OF COMMUNITIES	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1	0.0	10.0	4.0	0.0	0.0	40.0	7.7	0.0	0.0	0.0	16.6	9.1	25.0	6.7
2	6.7	0.0	16.0	28.6	66.7	0.0	23.1	0.0	23.1	20.0	0.0	9.1	0.0	12.0
3	20.0	5.0	4.0	42.9	0.0	20.0	15.4	16.6	7.7	20.0	8.3	0.0	25.0	12.0
4	20.0	25.0	20.0	14.3	0.0	0.0	0.0	33.3	23.1	10.0	16.6	36.4	0.0	18.7
5	13.3	10.0	12.0	14.3	0.0	20.0	0.0	25.0	7.7	0.0	16.6	18.2	25.0	12.0
6	20.0	15.0	8.0	0.0	33.3	0.0	15.4	0.0	15.4	10.0	25.0	9.1	0.0	12.0
7	6.7	0.0	12.0	0.0	0.0	0.0	7.7	8.3	0.0	20.0	0.0	0.0	0.0	5.3
8	0.0	0.0	8.0	0.0	0.0	20.0	7.7	8.3	7.7	0.0	0.0	0.0	0.0	4.0
9	6.7	15.0	16.0	0.0	0.0	0.0	7.7	0.0	15.4	10.0	8.3	18.2	25.0	10.7
10	0.0	15.0	0.0	0.0	0.0	0.0	7.7	0.0	0.0	10.0	8.3	0.0	0.0	4.0
11	6.7	5.0	0.0	0.0	0.0	0.0	7.7	8.3	0.0	0.0	0.0	0.0	0.0	2.7
COL % OF N	20.0	26.7	33.3	9.3	4.0	6.7	17.3	16.0	17.3	13.3	16.0	14.7	5.3	N=75

TABLE 9

DISTANCE IN MILES OF DISTRICT OFFICE TO COMMUNITY OF 5000 IN POPULATION BY PERCENT OF DISTRICT ENROLLMENT AND STATE

DISTANCE	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1- 10	0.0	20.0	3.8	10.0	0.0	28.6	8.3	8.3	7.7	10.0	7.1	25.0	0.0	9.8
11- 20	18.8	10.0	19.2	10.0	33.3	0.0	16.7	0.0	15.4	40.0	21.4	8.3	0.0	14.6
21- 40	50.0	30.0	46.2	40.0	33.3	0.0	50.0	75.0	46.2	20.0	42.9	8.3	11.1	37.8
41- 60	6.3	15.0	15.4	10.0	33.3	14.3	16.7	8.3	15.4	10.0	0.0	8.3	44.4	13.4
61- 80	6.3	15.0	3.8	0.0	0.0	42.9	0.0	0.0	15.4	20.0	0.0	16.7	22.2	9.8
81-100	6.3	5.0	0.0	0.0	0.0	0.0	8.3	0.0	0.0	0.0	0.0	8.3	0.0	2.4
101-150	12.5	0.0	7.7	20.0	0.0	14.3	0.0	8.3	0.0	0.0	14.3	25.0	11.1	8.5
151-200	0.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	0.0	0.0	1.2
201 & OVER	0.0	0.0	3.8	10.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	0.0	11.1	2.4
COL % OF N	19.5	24.4	31.7	12.2	3.7	8.5	14.6	14.6	15.9	12.2	17.1	14.6	11.0	N=82

TABLE 10

DISTANCE IN MILES OF DISTRICT OFFICE TO A COMMUNITY OF 20,000 IN POPULATION BY PERCENT OF DISTRICT ENROLLMENT AND STATE

DISTANCE	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1- 10	0.0	0.0	3.6	10.0	0.0	0.0	0.0	0.0	0.0	0.0	11.8	0.0	0.0	2.3
11- 20	6.3	19.0	21.4	20.0	25.0	0.0	0.0	0.0	0.0	20.0	41.2	26.7	11.1	16.3
21- 40	18.8	19.0	42.9	20.0	75.0	14.3	41.7	45.5	16.7	10.0	29.4	20.0	44.4	29.1
41- 60	31.3	19.0	7.1	10.0	0.0	42.9	16.7	27.3	33.3	20.0	5.9	13.3	11.1	17.4
61- 80	18.8	19.0	10.7	30.0	0.0	28.6	8.3	18.2	16.7	30.0	5.9	26.7	22.2	17.4
81-100	12.5	4.8	7.1	0.0	0.0	0.0	25.0	0.0	16.7	0.0	0.0	0.0	0.0	5.8
101-150	12.5	19.0	3.6	0.0	0.0	14.3	8.3	9.1	8.3	20.0	5.9	6.7	11.1	9.3
151-200	0.0	0.0	3.6	10.0	0.0	0.0	0.0	0.0	8.3	0.0	0.0	6.7	0.0	2.3
COL % OF N	18.6	24.4	32.6	11.6	4.7	8.1	14.0	12.8	14.0	11.6	19.8	17.4	10.5	N=86

TABLE 11

DISTANCE IN MILES OF DISTRICT OFFICE TO A COMMUNITY OF 50,000 IN POPULATION BY PERCENT OF DISTRICT ENROLLMENT AND STATE

DISTANCE	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1- 10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11- 20	0.0	0.0	7.1	11.1	33.3	0.0	0.0	0.0	0.0	0.0	20.0	7.1	0.0	4.8
21- 40	6.3	10.0	17.9	22.2	0.0	0.0	16.7	0.0	7.7	9.1	20.0	21.4	0.0	12.0
41- 60	18.8	10.0	21.4	11.1	33.3	14.3	8.3	10.0	15.4	27.3	26.7	7.1	25.0	16.9
61- 80	12.5	15.0	7.1	22.2	0.0	28.6	0.0	40.0	7.7	18.2	13.3	7.1	12.5	13.3
81-100	6.3	10.0	17.9	0.0	0.0	14.3	25.0	0.0	15.4	0.0	13.3	7.1	12.5	10.8
101-150	43.8	25.0	14.3	0.0	0.0	28.6	16.7	40.0	30.8	18.2	0.0	21.4	37.5	21.7
151-200	12.5	10.0	3.6	33.3	0.0	14.3	16.7	0.0	7.7	18.2	0.0	21.4	12.5	10.8
201 & OVER	0.0	20.0	10.7	0.0	33.3	0.0	16.7	10.0	15.4	9.1	6.7	7.1	0.0	9.6
COL % OF N	19.3	24.1	33.7	10.8	3.6	8.4	14.5	12.0	15.7	13.3	18.1	16.9	9.6	N=83

TABLE 12

DISTANCE IN MILES OF DISTRICT OFFICE TO COMMUNITY OF 100,000
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

DISTANCE	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1- 10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11- 20	0.0	0.0	6.7	10.0	0.0	0.0	7.1	0.0	0.0	0.0	6.7	6.7	0.0	3.4
21- 40	0.0	0.0	10.0	10.0	50.0	14.3	7.1	0.0	0.0	0.0	13.3	6.7	30.0	8.0
41- 60	12.5	5.0	20.0	10.0	0.0	0.0	7.1	10.0	7.7	20.0	20.0	6.7	10.0	11.5
61- 80	12.5	15.0	10.0	10.0	0.0	0.0	7.1	30.0	7.7	10.0	20.0	0.0	0.0	10.3
81-100	12.5	10.0	3.3	10.0	0.0	14.3	7.1	0.0	0.0	0.0	20.0	20.0	0.0	8.0
101-150	31.3	15.0	13.3	0.0	25.0	57.1	14.3	40.0	7.7	0.0	13.3	20.0	50.0	19.5
151-200	6.3	5.0	10.0	30.0	0.0	14.3	21.4	10.0	15.4	0.0	0.0	20.0	0.0	10.3
201 & OVER	25.0	50.0	26.7	20.0	25.0	0.0	28.6	10.0	61.5	70.0	6.7	20.0	10.0	28.7
COL % OF N	18.4	23.0	34.5	11.5	4.6	8.0	16.1	11.5	14.9	11.5	17.2	17.2	11.5	N=87

TABLE 13

YEARLY BUS MILEAGE TO AND FROM SCHOOL
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

MILES TRAVELED	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
7,000- 10,024	0.0	0.0	6.6	0.0	0.0	0.0	0.0	9.1	9.1	0.0	0.0	0.0	0.0	2.3
20,598- 39,698	50.0	4.5	0.0	0.0	0.0	0.0	0.0	27.3	9.1	9.1	5.9	18.1	0.0	10.2
40,161- 60,000	18.8	40.9	0.0	0.0	0.0	0.0	7.7	18.2	45.5	27.3	5.9	0.0	0.0	13.6
60,800- 77,754	6.3	4.5	16.7	0.0	0.0	0.0	15.4	0.0	0.0	27.3	0.0	12.5	0.0	8.0
81,995- 96,950	0.0	13.6	6.6	20.0	0.0	0.0	15.4	18.2	0.0	18.2	5.9	0.0	0.0	8.0
103,475-142,000	0.0	9.1	16.7	30.0	0.0	0.0	30.8	27.3	18.2	0.0	5.9	0.0	0.0	11.4
160,000-199,089	0.0	4.5	13.3	0.0	0.0	28.6	15.4	0.0	9.1	18.2	0.0	6.3	11.1	8.0
206,301-288,528	0.0	0.0	6.6	20.0	66.7	0.0	15.4	0.0	9.1	0.0	17.6	0.0	0.0	6.8
304,500-399,999	6.3	4.5	3.3	10.0	0.0	0.0	0.0	0.0	0.0	0.0	17.6	6.3	0.0	4.5
407,565-599,999	6.3	4.5	6.6	10.0	0.0	0.0	0.0	0.0	0.0	0.0	23.5	0.0	11.1	5.7
602,800-753,900	6.3	9.1	13.3	0.0	33.3	57.1	0.0	0.0	0.0	0.0	17.6	31.2	44.4	13.6
802,162-933,400	6.3	4.5	10.0	10.0	0.0	14.3	0.0	0.0	0.0	0.0	0.0	25.0	33.3	8.0
COL % OF N	18.2	25.0	34.1	11.4	3.4	8.0	14.8	12.5	12.5	12.5	19.3	18.2	10.2	N=88

TABLE 14

TOTAL YEARLY BUS MILEAGE FOR STUDENT ACTIVITIES
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

MILES TRAVELED	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
400- 1,000	6.3	8.6	6.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	26.7	6.3	0.0	5.8
1,200- 2,000	0.0	4.3	13.8	0.0	0.0	0.0	0.0	0.0	0.0	9.1	20.0	0.0	14.3	5.8
2,200- 4,000	18.8	17.4	3.4	0.0	0.0	0.0	0.0	0.0	16.7	27.3	13.3	6.3	0.0	9.3
4,037- 6,000	0.0	4.3	10.3	0.0	0.0	0.0	7.7	0.0	0.0	9.1	6.7	0.0	14.3	4.6
6,327- 8,000	18.8	17.4	3.4	0.0	0.0	40.0	0.0	8.3	33.3	9.1	6.7	12.5	14.3	11.6
9,000- 9,870	18.8	0.0	6.9	10.0	0.0	0.0	7.7	16.7	0.0	18.2	0.0	6.3	0.0	5.8
10,203- 15,000	18.8	26.1	17.2	20.0	33.3	20.0	23.1	33.3	25.0	9.1	20.0	25.0	0.0	20.9
16,194- 20,000	6.3	8.6	10.3	10.0	0.0	20.0	15.4	16.7	16.7	18.2	0.0	0.0	0.0	9.3
23,123- 29,249	0.0	4.3	13.8	0.0	33.3	0.0	23.1	16.7	0.0	0.0	0.0	0.0	14.3	7.0
35,756- 59,609	0.0	0.0	3.4	30.0	0.0	20.0	23.1	8.3	8.3	0.0	0.0	0.0	0.0	5.8
178,200-500,350	6.3	0.0	6.8	20.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	25.0	28.6	6.9
600,913-900,557	6.3	8.3	3.4	10.0	0.0	0.0	0.0	0.0	0.0	0.0	6.7	18.8	14.3	5.8
COL % OF N	18.6	26.7	33.7	11.6	3.5	5.8	15.1	14.0	14.0	12.8	17.4	18.6	8.1	N=86

TABLE 15

TOTAL YEARLY BUS MILEAGE
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

MILES TRAVELED	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
9,617 & UNDER	6.7	8.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0	9.1	26.7	11.8	14.3	9.3
10,028- 15,650	0.0	4.3	20.0	0.0	0.0	20.0	0.0	0.0	8.3	0.0	26.7	11.8	14.3	9.3
28,300- 38,000	20.0	4.3	6.6	0.0	0.0	20.0	0.0	9.1	16.7	9.1	6.7	11.8	0.0	8.1
42,743- 57,125	46.7	26.1	0.0	0.0	0.0	0.0	0.0	45.5	33.3	18.2	0.0	11.8	0.0	15.2
61,300- 75,122	13.3	13.0	10.0	0.0	0.0	20.0	7.7	0.0	8.3	27.3	6.7	11.8	14.3	10.4
81,791- 99,000	0.0	17.4	10.0	10.0	0.0	0.0	23.1	9.1	0.0	18.2	6.7	5.9	0.0	9.3
103,991-147,789	0.0	13.0	16.7	20.0	0.0	0.0	30.8	27.3	16.7	9.1	0.0	0.0	0.0	11.7
157,505-182,585	0.0	4.3	10.0	30.0	0.0	20.0	7.7	9.1	8.3	9.1	6.7	5.9	0.0	6.9
208,907-260,000	0.0	0.0	10.0	30.0	33.3	20.0	15.4	0.0	8.3	0.0	13.4	0.0	42.8	9.3
307,980-423,558	0.0	8.7	0.0	10.0	33.3	0.0	15.4	0.0	0.0	0.0	6.7	5.9	0.0	4.7
802,627-922,155	13.3	0.0	6.6	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	23.5	14.3	5.8
COL % OF N	17.4	26.7	34.9	11.6	3.5	5.8	15.1	12.8	14.0	12.8	17.4	19.8	8.1	N=86

TABLE 16

NUMBER OF STUDENTS IN GRADES 7-12 BUSSED TO AND FROM SCHOOL
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

NUMBER BUSSED	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	6.7	5.6	0.0	0.0	0.0	0.0	0.0	9.1	9.1	0.0	0.0	0.0	0.0	2.8
5- 10	13.3	11.1	16.7	0.0	0.0	0.0	0.0	0.0	0.0	10.0	30.7	9.1	40.0	11.3
14- 20	20.0	0.0	8.3	0.0	0.0	20.0	10.0	0.0	0.0	0.0	15.4	27.3	0.0	8.4
21- 38	13.3	16.7	12.5	0.0	0.0	20.0	10.0	18.2	9.1	20.0	15.4	9.1	0.0	12.7
45- 60	13.3	27.8	8.3	0.0	0.0	0.0	0.0	27.3	27.3	30.0	0.0	0.0	0.0	12.7
63- 77	13.3	22.2	4.2	16.7	0.0	0.0	0.0	9.1	27.3	30.0	0.0	9.1	0.0	11.3
85-100	6.7	11.1	12.5	16.7	0.0	40.0	20.0	27.3	9.1	0.0	7.7	9.1	20.0	12.7
105-119	0.0	0.0	16.7	16.7	33.3	0.0	50.0	9.1	0.0	0.0	0.0	0.0	0.0	8.4
165-199	0.0	0.0	12.5	0.0	0.0	0.0	0.0	0.0	9.1	10.0	0.0	9.1	0.0	4.2
202-299	6.7	5.6	4.2	33.3	33.3	20.0	10.0	0.0	9.1	0.0	15.4	18.2	20.0	9.8
304-312	0.0	0.0	4.2	0.0	33.3	0.0	0.0	0.0	0.0	0.0	15.4	0.0	0.0	2.8
410-501	6.7	0.0	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.1	20.0	2.8
COL % OF N	21.2	25.4	33.8	8.5	4.2	7.0	14.1	15.5	15.5	14.1	18.3	15.5	7.0	N=71

TABLE 17

NUMBER OF STUDENTS IN GRADES K-12 BUSSED TO AND FROM SCHOOL
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

NUMBER BUSSED	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	5.6	4.2	0.0	0.0	0.0	0.0	0.0	7.7	7.7	0.0	0.0	0.0	0.0	2.1
3- 15	5.6	4.2	10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.6	5.6	11.1	5.3
24- 53	27.8	0.0	13.3	9.1	0.0	14.3	7.1	7.7	7.7	10.0	11.8	22.2	11.1	11.7
65-100	22.2	4.2	3.3	0.0	0.0	14.3	0.0	15.4	0.0	20.0	11.8	5.6	0.0	7.4
104-136	22.6	41.7	6.6	0.0	0.0	0.0	7.1	23.1	46.2	50.0	5.9	0.0	11.1	18.1
150-200	0.0	16.7	10.0	0.0	0.0	0.0	0.0	15.4	15.4	10.0	0.0	5.6	0.0	6.3
203-250	5.6	8.4	16.7	36.4	0.0	0.0	42.9	30.8	7.7	0.0	0.0	5.6	0.0	12.7
274-290	0.0	4.2	6.7	9.1	0.0	0.0	14.2	0.0	0.0	10.0	0.0	5.6	0.0	4.2
313-336	0.0	0.0	6.7	9.1	25.0	0.0	14.2	0.0	0.0	0.0	5.9	5.6	0.0	4.2
414-470	0.0	4.2	6.7	9.1	0.0	28.6	14.2	0.0	7.7	0.0	11.8	5.6	0.0	6.4
508-627	0.0	8.4	3.3	9.1	0.0	14.3	0.0	0.0	0.0	0.0	11.8	11.1	11.1	5.3
710-831	0.0	4.2	3.3	0.0	25.0	0.0	0.0	0.0	7.7	0.0	11.8	0.0	0.0	3.1
906-995	11.1	0.0	13.3	18.2	50.0	28.6	0.0	0.0	0.0	0.0	11.8	27.8	55.6	12.7
COL % OF N	19.1	25.5	31.9	11.7	4.3	7.4	14.9	13.8	13.8	10.6	18.1	19.1	9.6	N=94

TABLE 18

PERCENT OF STUDENTS IN GRADES 7-12 BUSSED
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

PERCENT BUSSED	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	6.3	5.3	0.0	0.0	0.0	0.0	0.0	10.0	9.1	0.0	0.0	0.0	0.0	2.5
1-10	12.6	15.8	33.3	22.2	66.7	42.9	10.0	10.0	0.0	20.0	53.3	33.3	40.0	25.9
11-20	25.0	15.8	14.8	22.2	0.0	14.3	40.0	30.0	18.2	10.0	13.3	6.7	10.0	17.3
21-30	0.0	0.0	11.1	22.2	33.3	0.0	20.0	20.0	0.0	0.0	13.3	0.0	0.0	7.4
31-40	0.0	10.5	0.0	0.0	0.0	14.3	10.0	10.0	9.1	0.0	0.0	0.0	0.0	3.7
41-50	12.6	15.8	22.2	0.0	0.0	0.0	20.0	10.0	0.0	20.0	0.0	33.3	10.0	13.6
51-60	6.3	10.5	3.7	22.2	0.0	0.0	0.0	0.0	9.1	20.0	6.7	6.7	10.0	7.4
61-70	6.3	21.1	7.4	0.0	0.0	14.3	0.0	10.0	36.4	10.0	0.0	6.7	10.0	9.9
71-80	0.0	0.0	0.0	11.1	0.0	0.0	0.0	0.0	0.0	0.0	6.7	0.0	0.0	1.2
81-90	12.6	0.0	3.7	0.0	0.0	14.3	0.0	0.0	9.1	10.0	0.0	0.0	10.0	3.7
91-98	18.8	5.3	3.7	0.0	0.0	0.0	0.0	0.0	9.1	10.0	6.7	13.3	10.0	7.4
COL % OF N	19.8	23.5	33.3	11.1	3.7	8.6	12.3	12.3	13.6	12.3	18.5	18.5	12.3	N=81

TABLE 19

PERCENT OF STUDENTS IN GRADES K-12 BUSSED
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

PERCENT BUSSED	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	5.6	4.5	0.0	0.0	0.0	0.0	0.0	8.3	7.7	0.0	0.0	0.0	0.0	2.2
1-10	0.0	0.0	16.1	0.0	0.0	0.0	0.0	16.7	7.7	0.0	6.3	0.0	11.1	5.4
11-20	0.0	4.5	6.5	9.1	0.0	16.7	0.0	0.0	0.0	10.0	6.3	5.6	22.2	5.4
21-30	16.7	0.0	9.7	18.2	25.0	0.0	14.2	8.3	0.0	20.0	12.5	11.1	0.0	9.8
31-40	11.1	0.0	12.9	27.3	0.0	33.3	21.3	8.3	23.1	0.0	6.3	11.1	11.1	12.0
41-50	16.7	9.1	12.9	0.0	0.0	0.0	14.2	25.0	0.0	20.0	0.0	11.1	0.0	9.8
51-60	16.7	27.3	3.2	9.1	0.0	33.3	14.2	25.0	0.0	10.0	25.0	16.7	0.0	14.1
61-70	5.6	27.3	12.9	0.0	25.0	0.0	14.2	8.3	46.2	10.0	12.5	5.6	0.0	14.1
71-80	11.1	0.0	6.5	0.0	0.0	0.0	7.1	0.0	7.7	10.0	0.0	5.6	0.0	4.4
81-90	0.0	13.6	3.2	9.1	0.0	0.0	7.1	0.0	0.0	0.0	18.8	0.0	11.1	5.4
91-98	16.7	13.6	16.1	18.2	50.0	16.7	7.1	0.0	7.7	20.0	12.5	33.3	44.4	18.5
COL % OF N	19.6	23.9	33.7	12.0	4.3	6.5	15.2	13.0	14.1	1.9	17.4	19.6	9.8	N= 92

TABLE 20

NUMBER OF 7-12 FACULTY
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

NUMBER OF FACULTY	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1-10	56.3	25.0	6.9	0.0	0.0	14.3	9.1	18.2	25.0	40.0	20.0	17.6	10.0	19.8
11-20	31.3	45.0	34.5	0.0	0.0	0.0	36.4	36.4	41.7	50.0	13.3	23.5	0.0	27.9
21-30	0.0	15.0	31.0	10.0	0.0	14.3	27.3	27.3	16.7	10.0	6.7	11.8	20.0	16.3
31-40	6.3	0.0	0.0	40.0	50.0	0.0	9.1	18.2	8.3	0.0	13.3	5.9	0.0	8.1
41-50	0.0	0.0	3.4	20.0	0.0	28.6	9.1	0.0	8.3	0.0	0.0	0.0	30.0	5.8
51-60	0.0	5.0	10.3	0.0	25.0	14.3	9.1	0.0	0.0	0.0	6.7	23.5	0.0	3.5
OVER 60	6.3	10.0	13.8	30.0	25.0	28.6	0.0	0.0	0.0	0.0	40.0	17.6	40.0	15.6
COL % OF N	18.6	23.3	33.7	11.6	4.7	8.1	12.8	12.8	14.0	11.6	17.4	19.8	11.6	N=86

TABLE 21

NUMBER OF K-12 FACULTY
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

NUMBER OF FACULTY	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1-10	16.7	4.2	6.4	8.3	0.0	0.0	7.1	0.0	0.0	10.0	11.8	11.8	14.3	7.6
11-20	50.0	20.8	6.4	0.0	0.0	0.0	7.1	23.1	28.5	30.0	23.6	5.9	0.0	17.4
21-30	11.1	54.2	12.9	0.0	0.0	25.0	14.2	15.4	35.6	50.0	23.5	11.8	0.0	21.7
31-40	0.0	12.5	32.3	0.0	0.0	25.0	14.2	46.2	7.1	10.0	0.0	17.7	14.3	15.3
41-50	0.0	0.0	16.1	16.7	0.0	0.0	21.3	0.0	14.2	0.0	11.8	0.0	0.0	7.6
51-60	11.1	8.3	9.6	33.3	33.3	0.0	14.2	7.7	7.1	0.0	17.7	11.8	42.9	13.0
61-70	0.0	0.0	3.2	16.7	0.0	0.0	0.0	7.7	0.0	0.0	0.0	11.8	0.0	3.3
71-98	11.1	0.0	12.9	25.0	66.7	50.0	21.3	0.0	7.1	0.0	11.8	29.5	28.6	14.1
COL % OF N	19.6	26.1	33.7	13.0	3.3	4.3	15.2	14.1	15.2	10.9	18.5	18.5	7.6	N=92

TABLE 22

PERCENT OF 7-12 TEACHERS WITH ADVANCED DEGREES
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

PERCENTS	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	0.0	5.9	3.7	0.0	0.0	0.0	0.0	0.0	8.3	11.1	0.0	0.0	0.0	2.6
1-10	25.0	11.8	25.9	11.1	33.3	20.0	0.0	22.2	25.0	33.3	7.1	23.6	42.9	23.4
11-20	31.3	17.6	7.4	22.2	0.0	0.0	11.1	33.3	16.6	11.1	28.4	5.9	0.0	15.6
21-30	18.8	35.3	11.1	22.2	0.0	0.0	44.4	0.0	24.9	11.1	28.5	11.8	0.0	18.1
31-40	12.5	11.8	11.1	22.2	33.3	20.0	22.2	44.4	16.6	11.1	7.1	5.9	0.0	14.3
41-50	0.0	0.0	22.2	0.0	33.3	20.0	22.2	0.0	0.0	11.1	7.1	17.7	14.3	10.4
51-60	12.5	5.9	11.7	0.0	0.0	0.0	0.0	0.0	0.0	11.1	7.1	17.7	14.3	7.8
61-70	0.0	5.9	0.0	22.2	0.0	0.0	0.0	0.0	0.0	0.0	14.2	0.0	14.3	3.9
71-80	0.0	5.9	3.7	0.0	0.0	20.0	0.0	0.0	8.3	00	0.0	11.8	0.0	3.9
81-93	0.0	0.0	3.7	0.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	5.9	14.3	2.6
COL % OF N	20.8	22.1	35.1	11.7	3.9	6.5	11.7	11.7	15.6	11.7	18.2	22.1	9.1	N=77

TABLE 23

PERCENT OF K-12 TEACHERS WITH ADVANCED DEGREES
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

PERCENTS	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	5.6	8.3	3.4	0.0	0.0	0.0	0.0	0.0	7.1	30.0	0.0	0.0	0.0	4.4
1-10	27.8	25.0	27.6	22.2	66.7	14.3	7.7	16.6	28.6	20.0	40.0	35.3	33.1	26.7
11-20	22.2	20.8	17.2	11.1	0.0	0.0	7.7	25.0	35.7	20.0	6.7	11.8	11.1	16.7
21-30	27.8	20.8	6.9	33.3	33.3	0.0	30.8	41.7	21.4	20.0	13.4	0.0	0.0	17.8
31-40	5.6	8.3	10.3	22.2	0.0	42.9	23.1	8.3	7.1	0.0	20.0	5.9	22.1	12.2
41-50	5.6	4.2	13.8	11.1	0.0	0.0	30.8	8.3	0.0	10.0	0.0	5.9	0.0	7.8
51-60	0.0	4.2	3.4	0.0	0.0	14.3	0.0	0.0	0.0	0.0	13.4	0.0	11.1	3.3
61-70	0.0	0.0	3.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	1.1
71-80	0.0	0.0	0.0	0.0	0.0	14.3	0.0	0.0	0.0	0.0	0.0	5.9	0.0	1.1
81-90	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.8	0.0	2.2
91-97	5.6	0.0	13.8	0.0	0.0	14.3	0.0	0.0	0.0	0.0	6.7	17.6	22.1	6.7
COL % OF N	20.0	26.7	32.2	10.0	3.3	7.8	14.4	13.3	15.6	11.1	16.7	18.9	10.0	N=90

TABLE 24

TOTAL NUMBER OF 7-12 ADMINISTRATORS
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# OF ADMINISTRATORS	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	0.0	17.6	13.6	14.3	50.0	33.3	0.0	0.0	0.0	0.0	63.6	12.5	50.0	15.4
1	66.7	58.8	45.5	14.3	0.0	0.0	54.5	81.8	45.5	33.3	9.1	50.0	25.0	44.6
2	33.3	17.6	36.4	57.1	0.0	0.0	27.3	9.1	45.5	66.7	18.2	25.0	0.0	29.2
3	0.0	5.9	0.0	14.3	50.0	33.3	18.2	9.1	0.0	0.0	9.1	12.5	0.0	7.7
4	0.0	0.0	4.5	0.0	0.0	33.3	0.0	0.0	9.1	0.0	0.0	0.0	25.0	3.1
COL % OF N	18.8	26.7	34.4	10.9	6.3	5.2	16.9	16.9	16.9	13.8	16.9	12.3	6.1	N=65

TABLE 25

TOTAL NUMBER OF K-12 ADMINISTRATORS
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# OF ADMINISTRATORS	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1	52.9	31.8	18.5	10.0	0.0	0.0	23.1	15.4	23.1	10.0	50.0	41.7	0.0	25.0
2	41.2	40.9	7.4	10.0	25.0	0.0	0.0	23.1	38.5	40.0	31.3	16.7	42.9	26.2
3	5.9	27.3	48.1	30.0	25.0	50.0	30.8	53.8	30.8	50.0	6.3	16.7	42.9	30.9
4	0.0	0.0	11.1	40.0	0.0	25.0	30.8	7.7	7.7	0.0	6.3	8.3	0.0	9.5
5	0.0	0.0	3.7	10.0	50.0	0.0	15.4	0.0	0.0	0.0	6.3	8.3	0.0	4.8
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
7	0.0	0.0	0.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	14.2	1.2
COL % OF N	20.2	26.2	32.1	11.9	4.8	4.8	15.4	15.4	15.4	11.9	19.0	14.3	8.3	N=84

TABLE 26

GRADES 7-12 AVERAGE TENURE FOR ADMINISTRATORS
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

7-12 TENURE	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1	7.1	5.9	3.6	0.0	0.0	0.0	0.0	0.0	10.0	0.0	0.0	12.5	0.0	8.1
2- 5	35.7	17.6	67.8	40.0	50.0	40.0	60.0	44.4	40.0	11.1	33.3	56.3	66.7	44.9
6-10	35.7	23.5	17.9	40.0	50.0	60.0	30.0	33.3	40.0	22.2	46.7	6.3	33.3	32.1
11-15	7.1	35.3	10.7	10.0	0.0	0.0	10.0	22.2	10.0	55.5	6.7	6.3	0.0	14.1
16-20	14.2	5.9	0.0	10.0	0.0	0.0	0.0	0.0	0.0	11.1	13.3	6.3	0.0	5.1
COL % OF N	17.0	21.8	35.9	12.8	5.1	6.4	12.8	11.5	12.8	11.5	19.2	20.5	11.5	N=78

TABLE 27

GRADES K-12 AVERAGE TENURE FOR ADMINISTRATORS
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

K-12 TENURE	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1	0.0	4.2	3.2	0.0	0.0	16.7	0.0	0.0	0.0	0.0	11.8	5.9	0.0	3.2
2- 5	58.8	25.0	38.7	36.4	50.0	16.7	30.8	38.5	38.5	20.0	41.2	47.1	40.0	37.6
6-10	17.6	50.0	32.3	54.5	50.0	66.6	46.2	38.5	46.2	30.0	35.3	35.3	50.0	39.8
11-15	17.6	16.6	12.9	9.1	0.0	0.0	23.1	23.1	7.7	30.0	0.0	11.8	0.0	12.9
16-20	5.9	4.2	12.9	0.0	0.0	0.0	0.0	0.0	7.7	20.0	11.8	0.0	10.0	6.5
COL % OF N	18.3	25.8	33.3	11.8	4.3	6.5	14.0	14.0	14.0	10.8	18.3	18.3	10.8	N=93

TABLE 28

TOTAL NUMBER OF 7-12 CLERICAL STAFF
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# 7-12 CLERICAL	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	9.1	0.0	0.0	0.0	0.0	1.5
1	66.7	61.5	58.3	0.0	0.0	0.0	55.5	62.5	54.6	57.2	35.7	50.0	0.0	46.2
2	33.3	30.8	29.2	57.1	0.0	20.0	11.1	37.5	18.2	42.9	42.9	30.0	33.3	30.8
3	0.0	0.0	8.3	0.0	50.0	20.0	22.2	0.0	9.1	0.0	7.1	10.0	0.0	7.7
4	0.0	0.0	4.2	14.3	25.0	40.0	11.1	0.0	9.1	0.0	7.1	10.0	16.7	7.7
5	0.0	0.0	0.0	14.3	0.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	3.1
6	0.0	0.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.7	1.5
7	0.0	0.0	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	7.1	0.0	0.0	1.5
COL % OF N	18.5	20.0	36.9	10.8	6.2	7.7	13.8	12.3	16.9	10.8	21.5	15.4	9.2	N=65

TABLE 29

TOTAL NUMBER OF K-12 CLERICAL STAFF
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# K-12 CLERICAL	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	0.0	0.0	0.0	1.1
1	61.1	25.0	9.7	0.0	0.0	0.0	7.7	7.7	28.6	40.0	35.3	16.7	10.0	21.1
2	33.3	45.8	9.7	0.0	0.0	0.0	0.0	38.5	28.6	20.0	17.6	27.8	10.0	21.1
3	0.0	29.2	45.2	9.1	25.0	14.3	46.2	23.1	28.6	30.0	23.5	22.2	0.0	25.3
4	0.0	0.0	16.1	27.3	25.0	0.0	0.0	23.1	0.0	0.0	11.8	22.2	0.0	9.5
5	0.0	0.0	9.7	18.2	0.0	0.0	30.8	0.0	0.0	0.0	0.0	5.6	0.0	5.3
6	0.0	0.0	6.5	9.1	0.0	0.0	0.0	0.0	7.1	0.0	0.0	0.0	20.0	3.2
7	0.0	0.0	3.2	9.1	25.0	14.3	7.7	0.0	7.1	0.0	11.8	0.0	0.0	4.2
8	0.0	0.0	0.0	0.0	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	10.0	1.1
9	0.0	0.0	0.0	9.1	0.0	28.6	7.7	7.7	0.0	0.0	0.0	0.0	33.3	3.2
10 & OVER	0.0	0.0	0.0	18.2	25.0	28.6	0.0	0.0	0.0	0.0	0.0	5.6	40.0	5.4
COL % OF N	18.9	25.3	32.6	11.6	4.2	7.4	13.7	13.7	14.7	10.5	17.9	18.9	10.5	N=95

TABLE 30

TOTAL NUMBER OF 7-12 CUSTODIAL STAFF
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# 7-12 CUSTODIAL	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1	70.0	64.3	25.0	0.0	0.0	0.0	44.5	40.0	50.0	60.0	35.7	18.2	0.0	35.6
2	30.0	35.7	40.0	14.3	0.0	0.0	11.1	40.0	30.0	20.0	35.7	45.5	0.0	28.8
3	0.0	0.0	20.0	28.6	0.0	0.0	11.1	0.0	10.0	20.0	0.0	9.1	40.0	10.2
4	0.0	0.0	5.0	42.9	25.0	0.0	11.1	20.0	0.0	0.0	21.4	0.0	0.0	8.5
5	0.0	0.0	5.0	14.3	50.0	50.0	11.1	0.0	10.0	0.0	0.0	18.2	40.0	10.2
6	0.0	0.0	0.0	0.0	0.0	50.0	11.1	0.0	0.0	0.0	0.0	9.1	0.0	3.4
7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
8	0.0	0.0	5.0	5.0	25.0	0.0	0.0	0.0	0.0	0.0	7.1	0.0	20.0	3.4
COL % OF N	16.9	23.7	33.9	11.9	6.8	6.8	15.3	8.5	16.9	8.5	23.7	18.6	8.5	N=59

TABLE 31

TOTAL NUMBER OF K-12 CUSTODIAL STAFF
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# K-12 CUSTODIAL	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1	55.6	20.8	9.7	0.0	0.0	0.0	7.7	7.7	42.9	30.0	23.5	16.7	0.0	19.0
2	44.4	50.0	6.5	0.0	0.0	0.0	7.7	38.5	14.2	50.0	29.4	22.7	0.0	22.2
3	0.0	25.0	22.6	0.0	0.0	0.0	15.4	23.1	21.4	20.0	11.8	5.6	0.0	13.7
4	0.0	4.2	9.7	18.2	0.0	0.0	7.7	7.7	7.1	0.0	5.9	11.1	0.0	6.3
5	0.0	0.0	19.4	18.2	0.0	0.0	15.4	0.0	0.0	0.0	11.8	22.2	0.0	8.4
6	0.0	0.0	16.1	0.0	0.0	0.0	15.4	7.7	0.0	0.0	0.0	0.0	20.0	5.3
7	0.0	0.0	3.2	9.1	0.0	0.0	0.0	7.7	0.0	0.0	0.0	5.6	0.0	2.1
8	0.0	0.0	3.2	9.1	0.0	14.3	7.7	7.7	0.0	0.0	0.0	5.6	0.0	3.2
9	0.0	0.0	3.2	36.4	50.0	14.3	0.0	0.0	14.3	0.0	11.8	5.6	30.0	8.4
10	0.0	0.0	3.2	0.0	25.0	0.0	7.7	0.0	0.0	0.0	5.9	0.0	0.0	2.1
12	0.0	0.0	3.2	9.1	0.0	42.8	15.4	0.0	0.0	0.0	0.0	5.6	20.0	5.3
14	0.0	0.0	0.0	0.0	0.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	10.0	1.1
15	0.0	0.0	0.0	0.0	25.0	14.3	0.0	0.0	0.0	0.0	0.0	0.0	20.0	2.1
COL % OF N	18.9	25.3	32.6	11.6	4.2	7.4	13.7	13.7	14.7	10.5	17.9	18.9	10.5	N=95

TABLE 32

TOTAL NUMBER OF 7-12 BUSSES
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# 7-12 BUSSES	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.	11.1	0.0	2.3
1	0.0	7.7	6.7	0.0	0.0	0.0	0.0	0.0	33.3	0.0	0.0	0.0	0.0	4.7
2	12.5	30.8	6.7	0.0	0.0	0.0	16.7	33.3	33.3	0.0	18.2	0.0	0.0	14.8
3	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.1	0.0	2.3
4	75.0	7.7	0.0	0.0	0.0	50.0	0.0	0.0	16.7	40.0	9.1	44.0	0.0	18.6
5	0.0	7.7	13.3	25.0	0.0	0.0	16.7	0.0	0.0	20.0	9.1	0.0	33.3	9.3
6	0.0	0.0	13.3	0.0	0.0	0.0	16.7	0.0	0.0	0.0	9.1	0.0	0.0	4.7
7	0.0	7.7	6.7	0.0	0.0	0.0	0.0	0.0	16.7	0.0	9.1	0.0	0.0	4.7
8	0.0	7.7	13.3	25.0	0.0	0.0	0.0	33.3	0.0	40.0	0.0	0.0	33.3	9.3
9	0.0	0.0	13.3	0.0	100.0	0.0	16.7	0.0	0.0	0.0	0.0	11.1	33.3	7.0
10	0.0	7.7	0.0	0.0	0.0	0.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	2.3
11	0.0	7.7	13.3	0.0	0.0	0.0	0.0	33.3	0.0	0.0	9.1	11.1	0.0	11.0
12	0.0	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.1	0.0	0.0	2.3
14	0.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	9.1	0.0	0.0	2.3
17	0.0	0.0	13.3	25.0	0.0	0.0	16.7	0.0	0.0	0.0	18.2	0.0	0.0	7.0
20	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	11.1	0.0	2.3
COL % OF N	18.6	30.2	34.9	9.3	2.3	4.7	14.0	7.0	14.0	11.6	25.6	20.9	7.0	N=43

TABLE 33

TOTAL NUMBER OF K-12 BUSSES
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# K-12 BUSSES	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	5.6	0.0	3.2	0.0	0.0	0.0	0.0	0.0	7.1	10.0	0.0	0.0	0.0	2.1
2- 5	77.8	45.8	16.1	0.0	0.0	14.3	0.0	38.5	57.1	50.0	29.4	44.4	0.0	32.9
6-10	16.6	41.7	41.9	36.4	0.0	0.0	38.5	61.5	21.4	40.0	29.4	16.7	22.2	31.9
11-15	0.0	12.5	22.6	9.1	0.0	28.6	23.1	7.1	7.1	0.0	23.5	16.7	22.2	13.8
16-20	0.0	0.0	12.9	36.4	66.7	14.3	7.7	0.0	7.1	0.0	17.6	22.2	22.2	11.7
21-25	0.0	0.0	3.2	0.0	33.3	14.3	23.1	0.0	0.0	0.0	0.0	0.0	0.0	3.2
26-34	0.0	0.0	0.0	18.2	0.0	28.6	7.7	0.0	0.0	0.0	0.0	0.0	33.4	4.3
COL % OF N	19.1	25.5	33.0	11.7	3.2	7.4	13.8	13.8	14.9	10.6	18.1	19.1	9.6	N=94

TABLE 34

TOTAL NUMBER OF BUS DRIVERS
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# OF BUS DRIVERS	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
2- 5	88.9	54.2	22.6	8.3	0.0	0.0	28.6	53.8	61.5	54.5	29.4	38.9	0.0	38.5
6-10	5.6	37.5	54.8	58.3	25.0	14.3	35.7	23.1	15.4	36.4	35.3	27.8	40.0	29.2
11-15	5.6	8.3	19.4	16.7	25.0	14.3	14.2	0.0	7.7	9.1	29.4	11.2	20.0	13.5
16-21	0.0	0.0	3.2	16.7	50.0	71.4	18.8	0.0	7.7	0.0	5.9	5.6	40.0	10.4
COL % OF N	18.8	25.0	32.3	12.5	4.2	7.3	14.6	13.5	13.5	11.5	17.7	18.8	10.4	N=96

TABLE 35

TOTAL NUMBER OF HIGH SCHOOL BUILDINGS A DISTRICT UTILIZES
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# OF HS BUILDINGS	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	28.6	45.5	15.4	0.0	0.0	14.3	0.0	0.0	21.5	20.0	23.1	40.0	10.0	17.9
1	42.9	36.4	69.2	83.3	100.0	71.4	81.8	100.0	87.5	60.0	61.5	26.7	80.0	65.7
2	28.6	0.0	0.0	0.0	0.0	14.3	0.0	0.0	0.0	0.0	0.0	13.3	10.0	4.5
3	0.0	18.2	11.5	8.3	0.0	0.0	18.2	0.0	0.0	18.2	15.4	6.7	0.0	9.0
4	0.0	0.0	3.8	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.3	0.0	3.0
COL % OF N	10.4	16.4	38.8	17.9	6.0	10.4	16.4	7.5	11.9	7.5	19.4	22.4	14.9	N=67

TABLE 36

TOTAL NUMBER OF JUNIOR HIGH BUILDINGS A DISTRICT UTILIZES BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# OF JH BUILDINGS	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	100.0	71.4	66.7	20.0	0.0	20.0	25.0	0.0	33.3	75.0	81.8	51.1	28.6	51.1
1	0.0	28.6	33.3	70.0	100.0	80.0	75.0	100.0	66.7	25.0	18.2	35.7	71.4	46.9
2	0.0	0.0	0.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.1	0.0	2.0
COL % OF N	10.2	14.3	36.7	20.4	8.2	10.2	16.3	4.1	6.1	8.2	22.4	28.6	14.3	N=49

TABLE 37

TOTAL NUMBER OF ELEMENTARY BUILDINGS A DISTRICT UTILIZES BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# ELEMENTARY BLDS	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	22.2	30.8	10.7	0.0	0.0	14.3	0.0	0.0	0.0	40.0	25.0	25.0	10.0	13.9
1	77.8	69.2	60.7	54.5	25.0	0.0	63.6	80.0	62.5	60.0	66.7	50.0	10.0	55.6
2	0.0	0.0	28.6	18.2	25.0	0.0	18.2	10.0	12.5	0.0	8.3	12.5	40.0	15.3
3	0.0	0.0	0.0	18.2	50.0	28.6	9.1	10.0	0.0	0.0	0.0	12.5	20.0	8.3
4	0.0	0.0	0.0	0.0	0.0	28.6	9.1	0.0	12.5	0.0	0.0	0.0	0.0	2.8
5	0.0	0.0	0.0	0.0	0.0	28.6	0.0	0.0	0.0	0.0	0.0	0.0	20.0	2.8
6	0.0	0.0	0.0	9.1	0.0	0.0	0.0	0.0	12.5	0.0	0.0	0.0	0.0	1.4
COL % OF N	12.5	18.1	38.9	15.3	5.6	9.7	15.3	13.9	11.1	6.9	16.7	22.2	13.9	N=72

TABLE 38

TOTAL NUMBER OF GRADES 7-12 COMBINED BUILDINGS A DISTRICT UTILIZES BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# 7-12 COMBINED	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	55.6	37.5	57.9	57.1	100.0	80.0	50.0	0.0	40.0	75.0	72.7	76.9	57.1	58.8
1	33.3	62.5	42.1	28.6	0.0	20.0	33.3	80.0	60.0	25.0	27.3	23.1	42.9	37.3
2	11.1	0.0	0.0	14.3	0.0	0.0	16.7	20.0	0.0	0.0	0.0	0.0	0.0	3.9
COL % OF N	17.6	15.7	37.3	13.7	5.9	9.5	11.8	9.8	9.8	7.8	21.6	25.5	13.7	N=51

TABLE 39

TOTAL NUMBER OF GRADES K-8 COMBINED BUILDINGS A DISTRICT UTILIZES BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# K-8 COMBINED	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	62.5	50.0	66.7	57.1	66.7	50.0	16.7	0.0	16.7	80.0	72.7	91.7	55.6	60.0
1	37.5	25.0	22.2	28.6	33.3	50.0	66.7	0.0	50.0	20.0	27.3	8.3	33.3	30.0
2	0.0	12.5	5.6	14.3	0.0	0.0	16.7	100.0	16.7	0.0	0.0	0.0	0.0	6.0
4	0.0	0.0	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.1	2.0
5	0.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0	16.7	0.0	0.0	0.0	0.0	2.0
COL % OF N	16.0	16.0	36.0	14.0	6.0	12.0	12.0	2.0	12.0	10.0	22.0	24.0	18.0	N=50

TABLE 40

TOTAL NUMBER OF GRADES K-12 COMBINED BUILDINGS A DISTRICT UTILIZES
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

# K-12 COMBINED	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0	14.3	6.7	65.0	50.0	100.0	100.0	37.5	0.0	25.0	12.5	61.5	53.3	83.3	42.2
1	64.3	88.7	25.0	25.0	0.0	0.0	37.5	83.3	75.0	62.5	30.8	33.3	16.7	45.3
2	0.0	0.0	5.0	0.0	0.0	0.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0	1.6
3	21.4	6.7	5.0	25.0	0.0	0.0	12.5	16.7	0.0	25.0	7.7	13.3	0.0	10.9
COL% OF N	21.9	23.4	31.3	12.5	4.7	6.3	12.5	9.4	12.5	12.5	20.3	23.4	9.4	N=64

TABLE 41

TOTAL NUMBER OF ATTENDANCE BUILDINGS A DISTRICT UTILIZES
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

TOTAL BUILDINGS	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1	33.3	47.8	6.9	0.0	0.0	0.0	7.1	27.3	28.6	42.9	18.8	25.0	0.0	20.5
2	26.7	26.1	37.9	18.2	0.0	0.0	14.3	54.5	14.3	42.9	50.0	12.5	0.0	26.1
3	13.3	13.0	31.0	18.2	25.0	0.0	35.7	0.0	28.6	0.0	18.8	18.8	20.0	19.3
4	20.0	4.3	3.4	9.1	25.0	0.0	0.0	9.1	7.1	0.0	6.3	6.2	30.0	7.9
5	0.0	4.3	10.3	9.1	50.0	16.7	14.3	9.1	0.0	0.0	0.0	12.5	20.0	9.1
6	6.7	0.0	6.9	9.1	0.0	50.0	21.4	0.0	7.1	14.3	0.0	12.5	0.0	7.9
7	0.0	4.3	3.4	18.2	0.0	0.0	0.0	0.0	7.1	0.0	0.0	12.5	10.0	4.5
8	0.0	0.0	0.0	18.2	0.0	33.3	7.1	0.0	7.1	0.0	0.0	0.0	20.0	4.5
[redacted]% O[redacted]	[redacted]	7.0[redacted]	26[redacted]	3[redacted]	[redacted].5	[redacted]	4[redacted]	[redacted].8	[redacted]	15.[redacted]	[redacted]	[redacted]	[redacted]	1[redacted]	[redacted]	[redacted]	[redacted]

TABLE 42

BASE TEACHER SALARY FOR DISTRICT
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

BASE SALARY	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
11,000-12,000	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	0.0	1.0
12,001-13,000	5.6	20.8	3.1	8.3	0.0	0.0	0.0	7.7	50.0	0.0	0.0	0.0	0.0	8.4
13,001-14,000	55.6	33.3	31.3	25.0	0.0	16.7	0.0	92.3	35.7	27.3	47.1	17.6	0.0	34.4
14,001-15,000	27.8	29.2	18.8	8.3	0.0	0.0	7.1	0.0	7.1	72.7	29.4	35.3	0.0	19.8
15,001-16,000	0.0	8.4	12.5	25.0	0.0	16.7	35.7	0.0	7.1	0.0	0.0	17.6	10.0	9.4
16,001-17,000	5.6	0.0	15.6	16.7	50.0	0.0	28.6	0.0	0.0	0.0	17.6	17.6	0.0	10.4
17,001-18,000	0.0	4.2	3.1	0.0	0.0	0.0	14.2	0.0	0.0	0.0	0.0	0.0	0.0	2.1
18,001-19,000	0.0	0.0	9.3	8.3	25.0	50.0	7.1	0.0	0.0	0.0	0.0	11.8	50.0	8.4
19,001-20,000	0.0	4.2	6.2	8.3	25.0	16.7	7.1	0.0	0.0	0.0	0.0	0.0	40.0	5.2
COL % OF N	18.8	25.0	33.3	12.5	4.2	6.3	14.6	13.5	14.6	11.5	17.7	17.7	10.4	N=96

TABLE 43

HIGHEST TEACHER SALARY FOR DISTRICT
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

HIGHEST SALARY	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
12,500	5.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	0.0	1.0
16,490-17,760	22.2	16.7	3.1	0.0	0.0	0.0	0.0	0.0	35.7	0.0	5.9	24.4	0.0	9.4
18,300-19,600	22.2	12.5	3.1	0.0	0.0	0.0	0.0	0.0	14.2	27.3	5.9	11.8	0.0	8.4
20,500-22,000	22.2	16.7	12.5	8.3	0.0	0.0	0.0	15.4	21.3	18.2	29.4	5.9	0.0	13.5
22,043-24,000	27.8	33.3	12.5	8.3	0.0	0.0	28.6	38.5	7.1	18.2	23.5	11.8	0.0	18.7
24,001-25,608	0.0	12.5	28.1	16.7	0.0	16.7	14.2	23.1	21.4	27.3	5.9	17.6	0.0	15.7
26,035-28,000	0.0	0.0	12.5	33.3	50.0	0.0	7.1	23.1	0.0	0.0	17.6	17.6	0.0	10.4
28,267-30,000	0.0	8.4	9.3	25.0	0.0	16.7	42.9	0.0	0.0	9.1	5.9	0.0	10.0	9.4
30,100-35,000	0.0	0.0	15.6	8.3	0.0	33.3	7.1	0.0	0.0	0.0	0.0	11.8	50.0	8.4
36,800-39,364	0.0	0.0	3.1	0.0	50.0	33.3	0.0	0.0	0.0	0.0	0.0	5.9	40.0	5.2
COL % OF N	18.8	5.0	33.3	12.5	4.2	6.3	14.6	13.5	14.6	11.5	17.7	17.7	10.4	N=96

TABLE 44

DISTRICT PER TEACHER COST (General Fund Divided by Number of Teachers)
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

PER TEACHER COST	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
12,777	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.7	0.0	0.0	1.2
14,240-16,000	26.7	21.1	3.7	0.0	0.0	0.0	0.0	0.0	23.1	10.0	15.4	18.2	0.0	9.8
16,235-18,000	13.3	10.5	11.1	10.0	0.0	0.0	0.0	8.3	15.4	0.0	30.8	9.1	0.0	9.8
18,004-19,995	13.3	36.8	25.9	10.0	0.0	0.0	16.6	50.0	23.1	50.0	30.8	0.0	0.0	23.4
20,006-23,689	26.7	15.7	18.5	50.0	0.0	0.0	58.3	33.3	0.0	10.0	7.7	18.2	0.0	19.8
24,840-26,000	0.0	0.0	11.1	0.0	100.0	20.0	0.0	0.0	0.0	0.0	7.7	27.3	16.7	6.2
28,000-30,000	6.7	0.0	7.4	0.0	0.0	0.0	0.0	0.0	7.7	0.0	0.0	18.2	0.0	3.7
30,160-33,337	6.7	10.5	0.0	0.0	0.0	0.0	0.0	0.0	7.7	20.0	0.0	0.0	0.0	3.7
36,121-39,842	6.7	5.3	11.1	10.0	0.0	0.0	8.3	8.3	15.4	10.0	0.0	9.1	0.0	7.4
41,758-46,073	0.0	0.0	3.7	10.0	0.0	20.0	8.3	7.7	7.7	0.0	0.0	0.0	0.0	2.5
54,324-54,412	0.0	0.0	3.7	10.0	0.0	0.0	8.3	0.0	0.0	0.0	0.0	0.0	16.7	2.5
61,818-62,523	0.0	0.0	0.0	0.0	0.0	40.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	2.5
75,379-78,607	0.0	0.0	3.7	0.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3	2.5
COL % OF N	19.5	24.7	35.1	12.9	1.3	6.5	15.6	15.6	16.9	12.9	16.9	14.2	7.8	N=77

TABLE 45

DISTRICT PER PUPIL COST (General Fund Divided by Number of Students)
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

PER PUPIL COST	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
600	0.0	0.0	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	0.0	1.1
1,800	5.9	0.0	0.0	8.3	0.0	0.0	7.1	0.0	7.1	0.0	0.0	0.0	0.0	2.2
2,237-2,500	5.9	8.7	12.9	0.0	0.0	16.7	0.0	0.0	7.1	9.1	35.3	0.0	0.0	8.6
2,543-2,986	11.8	26.1	19.4	16.6	0.0	0.0	0.0	8.3	35.7	45.5	23.5	6.7	0.0	17.2
3,025-3,500	11.8	21.7	19.4	41.7	50.0	33.3	28.6	25.0	28.5	18.2	23.5	26.7	10.0	23.7
3,509-3,769	5.9	0.0	19.4	0.0	0.0	0.0	14.2	16.6	7.1	0.0	0.0	13.3	0.0	7.5
4,051-4,537	5.9	26.1	9.7	8.3	0.0	0.0	35.7	8.3	14.2	8.3	5.9	6.7	0.0	10.8
4,612-4,996	11.8	4.3	6.4	0.0	0.0	0.0	7.1	8.3	0.0	0.0	0.0	13.3	10.0	6.6
5,068-5,306	5.9	4.3	6.4	0.0	0.0	50.0	7.1	0.0	0.0	18.2	0.0	0.0	40.0	7.5
5,568-5,926	17.6	4.3	0.0	8.3	50.0	0.0	0.0	16.6	0.0	0.0	5.9	20.0	10.0	7.5
6,061-6,622	5.9	0.0	3.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.7	10.0	1.1
7,124-7,580	5.9	0.0	0.0	8.3	0.0	0.0	0.0	8.3	0.0	0.0	0.0	0.0	10.0	2.2
7,665-7,679	5.9	4.3	0.0	0.0	0.0	0.0	0.0	8.3	0.0	0.0	0.0	6.7	0.0	2.2
8,464	0.0	0.0	3.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	1.1
COL % OF N	18.3	24.7	33.3	12.9	4.3	6.5	15.1	12.9	15.1	11.8	18.3	16.1	10.8	N=93

TABLE 46

TOTAL BUDGET FOR DISTRICT
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

TOTAL BUDGET	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
231,547 TO 460,000	22.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18.2	5.9	5.9	0.0	4.2
516,600 TO 985,000	72.2	54.2	0.0	0.0	0.0	0.0	21.3	38.5	35.7	36.4	17.7	35.3	0.0	26.0
1,006,517 TO 1,489,589	5.6	37.5	31.3	0.0	0.0	0.0	21.3	15.4	28.6	36.4	29.4	11.8	0.0	20.8
1,500,000 TO 1,900,000	0.0	8.4	28.1	8.3	0.0	0.0	0.0	15.4	21.3	9.1	17.6	17.6	0.0	12.5
2,032,104 TO 2,455,053	0.0	0.0	15.6	25.0	0.0	0.0	28.5	15.4	7.1	0.0	0.0	5.9	0.0	8.3
2,546,406 TO 2,900,000	0.0	0.0	3.1	8.3	0.0	0.0	0.0	0.0	0.0	0.0	5.9	5.9	0.0	2.2
3,032,000 TO 3,500,000	0.0	0.0	12.5	33.3	0.0	16.7	7.1	15.4	7.1	0.0	5.9	5.9	30.0	9.4
3,652,253 TO 3,921,925	0.0	0.0	3.1	16.7	50.0	0.0	14.1	0.0	0.0	0.0	11.8	0.0	10.0	5.3
4,400,000 TO 4,883,740	0.0	0.0	3.1	0.0	0.0	33.3	7.1	0.0	0.0	0.0	0.0	5.9	10.0	3.1
5,179,000	0.0	0.0	3.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	0.0	1.1
6,494,957 TO 6,784,174	0.0	0.0	0.0	0.0	25.0	16.7	0.0	0.0	0.0	0.0	0.0	0.0	20.0	2.2
7,056,560 TO 7,778,976	0.0	0.0	0.0	8.3	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0	30.0	3.3
9,962,688	0.0	0.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	0.0	1.1
COL % OF N	18.8	25.0	33.3	12.5	4.2	6.3	14.6	13.5	14.6	11.5	17.7	17.7	10.4	N=96

TABLE 47

GEOGRAPHIC LOCATION OF DISTRICT IN STATE
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

LOCATION	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
NE	29.4	45.8	35.5	45.5	25.0	33.3	35.7	30.8	41.7	60.0	35.3	29.4	40.0	37.6
NW	5.9	12.5	22.6	9.1	25.0	0.0	21.4	7.7	8.3	0.0	23.5	11.8	20.0	14.0
SE	47.1	20.8	16.1	36.4	25.0	16.7	14.3	38.5	50.0	10.0	0.0	41.2	30.0	25.8
SW	17.6	20.8	25.8	9.1	25.0	50.0	28.6	23.1	0.0	30.0	41.2	17.6	10.0	22.6
COL % OF N	18.3	25.8	33.3	11.8	4.3	6.5	15.1	14.0	12.9	10.8	18.3	18.3	10.8	N=93

TABLE 48

MERIT DAY FOR DISTRICT PERSONNEL
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

MERIT PAY	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
YES	5.9	0.0	3.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	5.9	0.0	2.1
NO	94.1	100.0	96.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	94.1	94.1	100.0	97.9
COL % OF N	17.9	25.3	33.7	12.6	4.2	6.3	14.7	13.7	14.7	10.5	17.9	17.9	10.5	N=95

TABLE 49

DISTRICT FOOD SERVICE COST PER SERVING
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

PER SERVING COST	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
.50- .99	12.5	25.0	24.1	0.0	50.0	0.0	7.7	16.7	25.0	20.0	33.3	15.4	0.0	18.1
1.00-1.20	31.3	30.0	20.7	60.0	0.0	33.3	7.7	41.4	41.4	50.0	20.0	23.1	37.5	30.1
1.21-1.40	12.5	20.0	34.5	30.0	50.0	16.7	15.4	33.3	16.7	10.0	33.3	46.2	12.5	25.3
1.41-1.60	12.5	15.0	13.8	0.0	0.0	16.7	46.2	0.0	8.3	0.0	13.3	0.0	12.5	12.0
1.61-1.80	6.3	10.0	3.4	10.0	0.0	33.3	7.7	0.0	8.3	20.0	0.0	0.0	37.5	8.4
1.81-2.00	12.5	0.0	3.4	0.0	0.0	0.0	15.4	8.3	0.0	0.0	0.0	0.0	0.0	3.6
2.01-3.00	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15.4	0.0	2.4
COL % OF N	19.3	24.1	34.9	12.0	2.4	7.2	15.7	14.5	14.5	12.0	18.1	15.7	9.6	N=83

TABLE 50

PERCENTAGE OF TOTAL BUDGET FROM FEDERAL SOURCES
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

% FROM FED	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
LESS THAN 0.5%	11.1	8.3	3.2	25.0	33.3	33.3	28.6	0.0	7.7	0.0	0.0	17.6	33.3	11.7
0.5 TO 0.9	0.0	4.2	3.2	0.0	0.0	0.0	7.1	0.0	7.7	0.0	0.0	0.0	0.0	2.1
1.0 TO 5.9	77.8	75.0	67.7	66.7	33.3	66.7	57.1	84.6	69.2	81.8	70.6	76.5	44.4	70.2
6.0 TO 10.9	11.1	12.5	6.5	8.3	33.3	0.0	7.1	0.0	15.4	9.1	23.5	5.9	0.0	9.6
11.0 TO 20.9	0.0	0.0	12.9	0.0	0.0	0.0	0.0	7.7	0.0	9.1	5.9	0.0	11.1	4.3
23.0	0.0	0.0	3.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.1	1.1
98.0	0.0	0.0	3.2	0.0	0.0	0.0	0.0	7.7	0.0	0.0	0.0	0.0	0.0	1.1
COL % OF N	19.1	25.5	33.0	12.8	3.2	6.4	14.9	13.8	13.8	11.7	18.1	18.1	9.6	N=94

TABLE 51

DISTRICT POPULATION DENSITY
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

DISTRICT POP DENSITY	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
1.00- 2.99	35.3	0.0	16.7	0.0	66.7	42.9	7.7	0.0	8.3	11.1	0.0	43.8	66.7	18.9
3.00- 4.99	23.5	38.9	10.0	20.0	0.0	14.3	0.0	15.4	58.3	22.2	15.4	12.5	22.2	20.0
5.00- 6.99	11.8	16.7	13.3	10.0	0.0	0.0	15.4	15.4	0.0	11.1	0.0	31.3	0.0	11.8
7.00- 9.99	17.6	16.7	10.0	20.0	33.3	0.0	38.5	15.4	8.3	0.0	23.1	6.3	0.0	14.1
10.00-14.99	11.8	11.1	26.7	10.0	0.0	28.6	23.1	15.4	8.3	44.4	30.8	6.3	0.0	17.6
15.00-20.99	0.0	5.6	6.7	10.0	0.0	0.0	7.7	15.4	8.3	0.0	0.0	0.0	0.0	4.7
21.00-30.99	0.0	5.6	3.3	10.0	0.0	14.3	0.0	7.7	8.3	0.0	15.4	0.0	0.0	4.7
31.00 & OVER	0.0	5.6	13.3	20.0	0.0	0.0	7.7	15.4	0.0	11.1	15.4	0.0	0.0	8.2
COL % OF N	20.0	21.2	35.3	11.8	3.5	8.2	15.3	15.3	14.1	10.6	15.3	18.8	10.6	N=85

TABLE 52

COUNTY POPULATION DENSITY
BY PERCENT OF DISTRICT ENROLLMENT AND STATE

CO POP DENSITY	7 TO 12 DISTRICT ENROLLMENT						STATE							
	0-50	51-100	101-200	201-300	301-400	401-500	KS	NE	SD	ND	MO	CO	WY	ALL
0.01- 0.99	10.0	0.0	8.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.7	11.1	4.1
1.00- 2.99	40.0	5.0	8.0	0.0	33.3	42.9	7.7	0.0	10.0	14.3	0.0	33.3	44.4	14.9
3.00- 4.99	0.0	5.0	4.0	22.2	33.3	14.3	0.0	9.1	10.0	0.0	0.0	16.7	22.2	8.1
5.00- 6.99	10.0	20.0	4.0	11.1	0.0	0.0	23.1	0.0	10.0	14.3	8.3	8.3	0.0	9.5
7.00- 9.99	10.0	10.0	12.0	11.1	33.3	0.0	7.7	18.2	20.0	14.3	0.0	16.7	0.0	10.8
10.00-14.99	30.0	25.0	16.8	11.1	0.0	14.3	30.8	36.4	20.0	14.3	25.0	0.0	0.0	18.9
15.00-20.99	0.0	5.0	24.0	11.1	0.0	14.3	15.4	27.3	10.0	14.3	16.7	0.0	0.0	12.2
21.00-30.99	0.0	20.0	16.0	11.1	0.0	0.0	15.4	9.1	20.0	0.0	25.0	0.0	11.1	12.2
31.00 & OVER	0.0	10.0	8.0	22.2	0.0	14.3	0.0	0.0	0.0	28.6	25.0	8.3	11.1	9.5
COL % OF N	13.5	27.0	33.8	12.2	4.1	9.5	17.6	14.9	13.5	9.5	16.2	16.2	12.2	N=74

Table Set B provides a compilation of responses from high school seniors. Table 1 of this set generally presents descriptors of the seniors and some of their perceptions about selected topics. Beyond descriptive information the following information is notable.

- more than 2/3 receive grades of B or better in high school
- farming and blue collar work are most often the occupation of their fathers
- most mothers are homemakers, but 25% are employed in white collar positions
- less than 50% of both fathers and mothers have post-high school education
- although all attend relatively small schools, about one-half of them live in a town
- more than 75% plan to engage in some form of post-high school education
- about 3/4 have made career decisions and feel they have had adequate knowledge or exposure to make this choice
- nature of the work is overwhelmingly the most important factor in choosing a career or area of study
- career possibilities are learned from many sources, but vo/tech and college recruiters seem to be relatively inconsequential in this context
- counseling was derived from several sources, but more than 25% reported receiving no counseling

- some (39%) feel their career/educational choices are "limited" or "very limited" after high school
- mathematics, science and English, in that order, are areas in which seniors feel least prepared for transition from high school to college
- financial reasons is the predominant factor cited for believing choices are limited or very limited
- lack of study skills is perceived to be a negative factor in transition to college
- remaining in the community after graduation from high school is not generally considered to be an indication of lack of success, and even a higher percent believe this after graduating from college
- only about one-third would return to the home community at any time and 32% at a later time
- geographic location is of lesser importance than a good job
- job satisfaction is far more important than salary, prestige or location

TABLE SET B

TABLE 1
DESCRIPTIVE INFORMATION - SENIORS

A. ENROLLMENT OF DISTRICT (7-12)	%	N
0-50	20.4	137
51-100	26.9	181
101-200	39.9	268
201-300	4.5	30
301-400	5.2	35
401-500	3.1	21
		672

B. STATE (home state of senior respondent)		
Kansas	26.8	180
Nebraska	15.0	101
South Dakota	27.7	186
North Dakota	11.3	76
Missouri	6.8	46
Colorado	8.8	59
Wyoming	3.6	24
		672

C. SIZE OF GRADUATING CLASS		
1-10	10.4	68
11-15	15.9	104
16-20	13.6	89
21-25	15.5	101
26-35	16.2	106
36-50	14.7	96
51-75	6.7	44
76-100	5.7	37
101 or more	1.2	8
		653

D. GRADE SENIOR RECEIVED MOST IN HIGH SCHOOL		
A	18.0	118
A- OR B+	20.6	135
B	20.8	136
B- OR C+	19.7	129
C	14.4	94
C- OR D+	4.3	28
D	1.8	12
D- OR F	.5	3
		655

E. SEX OF SENIOR RESPONDENT		
Male	49.5	322
Female	50.6	329
		651

F. MARITAL STATUS OF SENIOR RESPONDENT

MARRIED	2.7	18
NOT MARRIED	97.3	641
		659

G. OCCUPATION OF SENIOR'S FATHER

Farming	34.4	226
Homemaking	.6	4
Blue Collar	33.6	221
White Collar	7.2	47
Management or professional	16.6	109
Military	.8	5
Deceased	2.7	18
Retired	2.3	15
Unemployed	1.8	12
		657

H. OCCUPATION OF SENIOR'S MOTHER

Farming	2.8	18
Homemaking	41.3	270
Blue collar	13.9	91
White collar	25.0	163
Management or professional	11.9	78
Deceased	.8	5
Retired	.3	2
Unemployed	4.0	26
		653

I. FATHER'S EDUCATION - HIGHEST LEVEL FATHER COMPLETED

Less than 12th grade	18.3	119
High school graduate	44.0	287
Some college, no degree	11.7	76
Two years of college	7.5	49
Four years of college/degree	7.8	51
Bachelors degree + additional	2.6	17
Masters degree	3.4	22
Doctorate	.5	3
Technical or special training	4.3	28
		652

J. MOTHER'S EDUCATION - HIGHEST LEVEL MOTHER COMPLETED

Less than 12th grade	11.9	78
High school graduate	46.8	307
Some college, no degree	15.4	101
Two years of college	9.6	63
Four years of college	7.0	46
Bachelors degree + additional	2.3	15
Masters degree	1.7	11
Doctorate	.2	1
Technical or special training	5.2	34
		656

K. HOMETOWN - WHERE SENIOR'S PARENTS LIVE

In a town	48.7	316
In the country	51.3	336
		652

L. SENIOR'S PLAN FOR POST HIGH SCHOOL

Attend four year college	45.3	297
Attend two year college	19.1	125
Attend vocational/technical	11.7	77
Take other training	4.6	30
Get a job near hometown/ no additional training	4.4	29
Get married/stay near hometown	2.0	13
Get a job over fifty miles from hometown	3.0	20
Get married/leave hometown	1.2	8
Other	8.7	57
		656

K. HAS SENIOR MADE A DECISION ABOUT CAREER CHOICE OR AREA OF STUDY

No	27.9	183
Yes	72.1	474
		657

L. DOES SENIOR FEEL HE OR SHE HAD ADEQUATE KNOWLEDGE OR EXPOSURE PRIOR TO MAKING A CAREER CHOICE OR CHOOSING AN AREA OF STUDY

No	18.1	119
Yes	81.2	534
		653

M. MOST INFLUENTIAL REASON FOR CHOOSING CAREER OR AREA OF STUDY

	%	N
Geographic location of job availability	4.5	29
Job availability regardless of geographic location	5.9	38
Salary expectations	11.7	76
Prestige	2.9	19
Nature of the work	56.5	366
Other	18.5	120
		648

N. HOW DID SENIOR PRIMARILY LEARN OF CAREER OPPORTUNITIES

Work study programs	3.2	21
Special career days	5.3	35
Career days/fairs	11.3	74
Military recruiters	5.0	33
Vo/tech recruiters	1.7	11
College recruiters	3.1	20
Guidance counselor	20.6	135
Parents	13.9	91
Teachers	9.6	63
Others	26.3	172
		655

O. TYPE OF COUNSELING SENIOR MOST RECEIVED FROM HIGH SCHOOL COUNSELOR

Planned group meetings	5.4	35
Planned individual meetings	9.8	64
Personal counseling	17.6	115
Academic counseling	12.1	79
College choice counseling	18.7	122
Education choice counseling	9.8	64
No counseling, but school had a guidance counselor	24.2	158
No counseling, school had no guidance counselor	2.1	14
		651

P. EXTENT SENIOR FELT CAREER/EDUCATIONAL CHOICES ARE LIMITED AFTER HIGH SCHOOL

Very limited	4.1	27
Limited	34.9	228
Unlimited	59.8	391
		641

Q. AREA IN WHICH SENIOR FELT LEAST PREPARED FOR HIGH SCHOOL TO COLLEGE TRANSITION

English	18.0	103
Mathematics	31.6	181
Speech	14.7	84
Science	21.0	120
Social Science	6.1	35
Other	8.6	49
		572

R. REASON SENIOR FELT CAREER/EDUCATIONAL CHOICES ARE LIMITED OR VERY LIMITED

High school grades too low for college acceptance	9.1	35
High school classes inadequately prepared for college	14.3	55
High school had little or no vocational training	9.6	37
Family responsibilities	5.5	21
Financial reasons	45.5	175
Training for chosen career too far away	4.2	16
Lack of motivation	11.9	46
		385

S. AREA MOST NEGATIVELY AFFECTING SENIOR'S TRANSITION FROM HIGH SCHOOL TO COLLEGE

Lack of study skills	45.8	207
Lack of social skills	5.9	27
Lack of communication skills	11.0	50
Lack of time management	21.2	96
Lack of motivation	15.9	72
		647

T. DOES SENIOR FEEL A RURAL HIGH SCHOOL GRADUATE CAN BE CONSIDERED SUCCESSFUL IF HE/SHE REMAINS IN THE HOME COMMUNITY AFTER GRADUATION

No	41.1	266
Yes	58.9	381
		647

U. DOES SENIOR FEEL A RURAL HIGH SCHOOL GRADUATE CAN BE CONSIDERED SUCCESSFUL IF HE OR SHE RETURNS TO THE HOME COMMUNITY AFTER COLLEGE OR OTHER TRAINING

No	21.2	137
Yes	78.8	508
		645

V. WOULD SENIOR RETURN TO HOME COMMUNITY IF THERE WERE A DEMAND FOR A JOB UTILIZING THEIR CAREER CHOICE

No	32.8	214
Yes, anytime	35.1	229
Yes, at a later date	32.1	209
		652

W. JOB LOCATION CONSIDERED MOST IMPORTANT BY SENIOR

A good job, no matter what the location	59.8	392
A job near home community	15.7	103
A job in or near a bigger city	20.5	134
A job on a farm	4.0	26
		655

X. JOB ASPECT CONSIDERED MOST IMPORTANT BY SENIOR

Salary level	20.2	127
Job prestige	4.0	25
Job satisfaction	75.9	478
Job location		0
		630

Table 2 of Set B shows a breakdown of Table 1 data by state. Notable points are:

- a much lower percent of MO seniors report receiving high school grades of A
- considerably more (11.1%) of MO seniors are married
- a somewhat lower percent of MO and SD seniors plan to attend two- or four-year colleges
- across all states, no help from guidance counselors was reported
- math is the area in which students feel least prepared for college, except in ND where it is science followed by speech

TABLE 2
SENIOR/STATE

A. SIZE OF HIGH SCHOOL GRADUATING CLASS WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
1- 10 GRADUATES	6.8	19.2	6.2	22.4	11.4	7.0	0.0	68
11- 15 GRADUATES	5.6	36.4	22.0	10.5	6.8	14.0	0.0	104
16- 20 GRADUATES	15.8	4.0	13.0	38.2	11.4	0.0	0.0	89
21- 25 GRADUATES	8.5	15.2	14.1	10.5	15.9	36.8	43.5	101
26- 35 GRADUATES	19.8	8.1	16.9	18.4	22.7	8.8	17.4	106
36- 50 GRADUATES	21.5	16.2	13.6	0.0	15.9	19.3	0.0	96
51- 75 GRADUATES	9.6	1.0	5.6	0.0	15.9	14.0	4.3	44
76-100 GRADUATES	7.9	0.0	8.5	0.0	0.0	0.0	34.8	37
101 plus GRADUATES	4.5	0.0	0.0	0.0	0.0	0.0	0.0	8
	27.1	15.2	27.1	11.6	6.7	8.7	3.5	653

B. GRADE SENIOR MOST RECEIVED FOR HIGH SCHOOL CLASSES WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
A	21.9	19.4	17.4	18.7	4.4	14.0	20.8	118
A-orB+	16.9	20.4	20.8	26.7	28.9	17.5	20.8	135
B	21.9	16.3	21.9	20.0	33.3	17.5	8.3	136
B-orC+	21.3	21.4	18.0	14.7	8.9	31.6	20.8	129
C	11.2	14.3	14.6	17.3	17.8	17.5	12.5	94
C-orD+	4.5	6.1	3.9	2.7	4.4	1.8	8.3	28
D	2.2	2.0	2.8	0.0	2.2	0.0	0.0	12
D-orF	0.0	0.0	.6	0.0	0.0	0.0	8.3	3
	27.2	15.0	27.2	11.5	6.9	8.7	3.7	655

C. SEX OF SENIOR WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
MALE	46.0	50.5	50.0	50.0	51.1	52.6	54.2	322
FEMALE	54.0	49.5	50.0	50.0	48.9	47.4	45.8	329
	26.7	15.2	27.0	11.7	6.9	8.8	3.7	651

D. MARITAL STATUS OF SENIOR WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
NO	97.8	98.0	97.8	96.1	88.9	100.0	100.0	641
YES	2.2	2.0	2.2	3.9	11.1	0.0	0.0	18
	27.2	15.0	27.0	11.5	6.8	8.8	3.6	659

E. SENIOR'S PARENTS' RESIDENCE WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
IN A TOWN	48.9	44.3	51.7	52.6	37.8	39.7	73.9	319
IN THE COUNTRY	51.1	55.7	48.3	47.4	62.2	60.3	26.1	336
	27.2	14.8	27.2	11.6	6.9	8.9	3.5	655

F. SENIORS' POST GRADUATION PLANS WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
4 YEAR COLLEGE	46.6	42.9	44.9	52.6	46.7	41.4	30.4	297
2 YEAR COLLEGE	24.7	25.5	9.6	19.7	8.9	22.4	30.4	125
VOC TECH SCHOOL	7.9	14.3	18.0	7.9	6.7	12.1	4.3	77
OTHER TRAINING	3.4	0.0	7.9	0.0	13.3	6.9	0.0	30
JOB NEAR HOMETOWN	6.2	4.1	3.4	3.9	4.4	3.4	4.3	29
GET MARRIED & STAY NEAR HOMETOWN	2.2	1.0	2.2	0.0	6.7	1.7	0.0	13
JOB OUTSIDE HOMETOWN	.6	4.1	3.4	6.6	4.4	3.4	0.0	20
GET MARRIED & LEAVE AREA	.6	0.0	1.7	0.0	2.2	1.7	8.7	8
OTHER	7.9	8.2	9.0	9.2	6.7	6.9	21.7	57
	27.1	14.9	27.1	11.6	6.9	8.8	3.5	656

G. WHAT MOST INFLUENCED SENIOR IN CHOOSING CAREER OR AREA OF STUDY WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
GEOGRAPHICAL LOCATION	5.7	3.1	5.1	3.9	4.4	3.5	0.0	29
JOB AVAILABILITY	6.3	7.1	2.8	7.9	8.9	1.8	18.2	38
SALARY EXPECTATION	13.8	18.4	8.0	10.5	20.0	5.3	0.0	76
PRESTIGE	2.9	1.0	4.5	3.9	0.0	0.0	9.1	19
NATURE OF WORK	52.3	54.1	60.8	55.3	55.6	63.2	54.5	366
OTHER	19.0	16.3	18.8	18.4	11.1	26.3	18.2	120
	26.9	15.1	27.2	11.7	6.9	8.8	3.4	648

H. TYPE OF COUNSELING SENIOR RECEIVED MOST FROM HIGH SCHOOL GUIDANCE COUNSELOR WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
PLANNED GROUP MEETINGS	7.9	2.1	6.3	2.7	8.9	3.6	0.0	35
PLANNED INDIVIDUAL MEETINGS	14.6	9.3	8.5	4.0	11.1	10.7	0.0	64
PERSONAL COUNSELING	19.7	20.6	13.6	13.3	6.7	23.2	41.7	115
ACADEMIC COUNSELING	11.8	9.3	12.5	10.7	17.8	14.3	12.5	79
COLLEGE CHOICE COUNSELING	18.0	22.7	19.9	17.3	22.2	8.9	20.8	122
EDUCATIONAL CHOICE COUNSELING	10.1	11.3	11.4	8.0	6.7	7.1	8.3	64
NO HELP FROM COUNSELOR	18.0	24.7	27.8	25.3	26.7	32.1	16.7	158
NO COUNSELOR	0.0	0.0	0.0	18.7	0.0	0.0	0.0	14
	27.3	14.9	27.0	11.5	6.9	8.6	3.7	651

I. ACADEMIC AREA IN WHICH SENIOR FELT LEAST PREPARED FOR HIGH SCHOOL TO COLLEGE TRANSITION WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
ENGLISH	14.5	17.9	19.1	14.3	28.2	21.6	22.2	103
MATH	32.7	28.2	32.5	21.4	33.3	41.2	38.9	181
SPEECH	18.2	10.3	11.5	27.1	5.1	13.7	5.6	84
SCIENCE	20.1	16.7	22.9	30.0	20.5	13.7	16.7	120
SOCIAL SCIENCE	5.0	12.8	7.6	0.0	7.7	3.9	0.0	35
OTHER	9.4	14.1	6.4	7.1	5.1	5.9	16.7	49
	27.8	13.6	27.4	12.2	6.8	8.9	3.1	572

J. REASON SENIOR FELT CAREER/EDUCATIONAL CHOICES WERE LIMITED OR VERY LIMITED WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
GRADES TOO LOW	9.6	12.7	10.5	1.9	15.4	3.0	9.1	35
NO HIGH SCHOOL PREPARATION	18.1	10.9	8.8	23.1	15.4	15.2	9.1	55
NO VOCATIONAL TRAINING	9.6	5.5	10.5	9.6	3.8	15.2	18.2	37
FAMILY RESPONSIBILITY	5.3	7.3	7.9	0.0	7.7	3.0	0.0	21
FINANCIAL REASON	40.4	54.5	47.4	44.2	50.0	39.4	36.4	175
TRAINING TOO FAR	4.3	0.0	4.4	11.5	0.0	3.0	0.0	16
NO MOTIVATION	12.8	9.1	10.5	9.6	7.7	21.2	27.3	46
	24.4	14.3	29.6	13.5	6.8	8.6	2.9	385

K. AREA SENIOR FELT WOULD MOST NEGATIVELY AFFECT TRANSITION FROM HIGH SCHOOL TO COLLEGE WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
STUDY SKILLS	37.9	37.1	23.9	36.0	22.2	29.8	39.1	207
SOCIAL SKILLS	1.7	3.1	6.8	2.7	0.0	10.5	4.3	27
COMMUNICATION SKILLS	8.6	6.2	10.8	9.3	2.2	0.0	8.7	50
TIME MANAGEMENT SKILLS	14.4	11.3	15.3	18.7	17.8	15.8	8.7	96
NO MOTIVATION	7.5	10.3	11.9	8.0	24.4	14.0	13.0	72
NOT APPLICABLE	29.9	32.0	31.3	25.3	33.3	29.8	26.1	195
	26.9	15.0	27.2	11.6	70.0	8.8	3.6	647

L. LOCATION OF JOB MOST IMPORTANT TO SENIOR WITHIN STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
GOOD JOB ANYWHERE	56.3	61.6	60.5	69.7	51.1	50.0	83.3	392
NEAR HOME	18.2	21.2	11.9	10.5	24.4	13.8	8.3	103
NEAR BIG CITY	22.7	10.1	25.4	19.7	22.2	24.1	0.0	134
JOB ON A FARM	2.8	7.1	2.3	0.0	2.2	12.1	8.3	26
	26.9	15.1	27.0	11.6	6.9	8.9	3.7	655

M. ASPECT OF JOB MOST IMPORTANT TO SENIOR BY STATE

	KS	NB	SD	ND	MO	CO	WY	NUMBER
SALARY LEVEL	19.2	24.5	21.9	21.3	16.3	11.1	21.7	127
JOB PRESTIGE	2.3	8.5	3.0	4.0	7.0	1.9	4.3	25
JOB SATISFACTION	78.5	67.0	75.1	74.7	76.7	87.0	73.9	478
	27.3	14.9	26.8	11.9	6.8	8.6	3.7	630

Following the same format, Table 3 of Set B shows a breakdown of selected variables by sex of respondent. Notable findings are:

- females report receiving better high school grades
- a higher percent of females plan to attend two- or four-year colleges
- slightly more females feel they have not received adequate information or exposure before making career choices
- males tend to cite parents more often as source of knowledge about career choice opportunities, while females cite the guidance counselor more often than males
- males received more counseling related to planned individual or personal counseling while females received more college choice counseling
- males feel considerably less prepared in English for transition from high school to college, while females cite science and math somewhat more often
- males identified low grades, lack of motivation and family responsibilities more often than females for feeling career/educational choices were limited, while more females than males believe financial reasons are most limiting

TABLE 3
MALE-FEMALE VARIABLE

A. GRADE SENIOR MOST RECEIVED FOR HIGH SCHOOL CLASSES WITHIN SEX

	MALE	FEMALE	NUMBER
A	14.4	21.6	117
A- OR B+	16.6	25.0	135
B	21.3	20.1	134
B- OR C+	21.3	18.0	127
C	19.1	9.8	93
C- OR D+	4.7	3.7	27
D	1.9	1.8	12
D- OR F	.9	0.0	3
	49.4	50.6	648

B. MARITAL STATUS OF SENIOR WITHIN SEX

	MALE	FEMALE	NUMBER
NO	98.4	96.7	635
YES	1.6	3.3	16
	49.5	50.5	651

C. OCCUPATION OF SENIOR'S FATHER WITHIN SEX

	MALE	FEMALE	NUMBER
FARMING	33.1	35.7	223
HOMEMAKING	.9	.3	4
BLUE COLLAR	31.3	35.7	217
WHITE COLLAR	9.4	4.9	46
MNGMT OR PROFESSIONAL	16.9	16.8	109
MILITARY	.9	.6	5
DECEASED	2.8	2.7	18
RETIRED	2.2	2.4	15
UNEMPLOYED	2.5	.9	11
	49.4	50.6	648

D. SENIOR'S POST GRADUATION PLANS WITHIN SEX

	MALE	FEMALE	NUMBER
4 YEAR COLLEGE	43.3	46.5	291
2 YEAR COLLEGE	13.7	24.5	124
VOC TECH SCHOOL	15.3	8.6	77
OTHER TRAINING	4.7	4.6	30
JOB NEAR HOMETOWN	5.9	2.8	28
GET MARRIED & STAY	1.2	2.8	13
JOB OUTSIDE HOMETOWN	3.1	3.1	20
GET MARRIED & LEAVE AREA	.3	2.1	8
OTHER	12.5	5.2	57
	49.5	50.5	648

E. HAS SENIOR MADE A CAREER CHOICE OR CHOSEN AN AREA OF STUDY WITHIN SEX

	MALE	FEMALE	NUMBER
NO	29.2	26.0	179
YES	70.8	74.0	470
	49.6	50.4	649

F. DOES SENIOR FEEL HE HAD ADEQUATE KNOWLEDGE OR EXPOSURE BEFORE MAKING A CAREER CHOICE OR CHOOSING AN AREA OF STUDY WITHIN SEX

	MALE	FEMALE	NUMBER
NO	15.0	20.9	116
YES	85.0	79.1	529
	49.5	50.5	645

G. WHAT MOST INFLUENCED SENIOR IN CHOOSING CAREER OR AREA OF STUDY WITHIN SEX

	MALE	FEMALE	NUMBER
GEOGRAPHICAL LOCATION	5.0	4.0	29
JOB AVAILABILITY	7.3	4.6	38
SALARY EXPECTATION	13.9	9.6	75
PRESTIGE	3.8	2.2	19
NATURE OF WORK	52.1	60.4	360
OTHER	18.0	19.2	119
	49.5	50.5	640

H. HOW SENIOR PRIMARILY LEARNED OF CAREER CHOICE OPPORTUNITIES WITHIN SEX

	MALE	FEMALE	NUMBER
WORK STUDY	3.1	3.1	20
CAREER CLASSES	5.6	4.9	34
CAREER DAYS	11.6	11.3	74
MILITARY RECRUITE	9.4	.9	33
VOC TECH RECRUITE	1.9	1.5	11
COLLEGE RECRUITE	2.2	4.0	20
GUIDANCE COUNSELOR	18.2	23.2	134
PARENTS	17.2	10.7	90
TEACHERS	6.0	13.1	62
OTHER	24.8	27.2	168
	49.4	50.6	646

I. TYPE OF COUNSELING SENIOR RECEIVED MOST FROM HIGH SCHOOL GUIDANCE COUNSELOR WITHIN SEX

	MALE	FEMALE	NUMBER
PLANNED GROUP MTGS	4.4	6.1	34
PLANNED INDIVIDUAL MTGS	12.3	7.7	64
PERSONAL COUNSELING	20.8	14.4	113
ACADEMIC COUNSELING	12.9	11.7	79
COLLEGE CHOICE COUNSEL	14.5	23.0	121
EDUCATIONAL CHOICE CNSL	7.3	12.3	63
NO HELP FROM COUNSELOR	25.6	22.7	155
NO COUNSELOR	2.2	2.1	14
	49.3	50.7	643

J. EXTENT SENIOR FELT CAREER/EDUCATIONAL CHOICES WERE LIMITED AFTER HIGH SCHOOL WITHIN SEX

	MALE	FEMALE	NUMBER
VERY LIMITED	3.2	4.9	26
LIMITED	37.1	33.3	225
UNLIMITED	59.7	61.7	388
	49.3	50.7	639

K. ACADEMIC AREA IN WHICH SENIOR FELT LEAST PREPARED FOR HIGH SCHOOL TO COLLEGE TRANSITION WITHIN SEX

	MALE	FEMALE	NUMBER
ENGLISH	25.6	9.9	100
MATH	29.2	33.9	178
SPEECH	13.9	15.5	83
SCIENCE	17.8	24.7	120
SOCIAL SCIENCE	5.0	7.4	35
OTHER	8.5	8.5	48
	49.8	50.2	564

L. REASON SENIOR FELT CAREER/EDUCATIONAL CHOICES WERE LIMITED OR VERY LIMITED WITHIN SEX

	MALE	FEMALE	NUMBER
GRADES TOO LOW	12.0	6.3	35
NO H.S. PREPARATION	11.5	16.9	54
NO VOCATIONAL TRAINING	10.4	9.0	37
FAMILY RESPONSIBILITY	7.8	2.6	20
FINANCIAL REASON	40.1	51.3	174
TRAINING TOO FAR	3.6	4.8	16
NO MOTIVATION	14.6	9.0	45
	50.4	49.6	381

M. AREA SENIOR FELT WOULD MOST NEGATIVELY AFFECT TRANSITION FROM HIGH SCHOOL TO COLLEGE WITHIN SEX

	MALE	FEMALE	NUMBER
STUDY SKILLS	46.2	45.4	204
SOCIAL SKILLS	3.9	8.3	27
COMMUNICATION SKILLS	9.6	12.9	50
TIME MNGMT SKILLS	19.7	22.2	93
NO MOTIVATION	20.0	11.1	71
	49.0	51.0	445

N. LOCATION OF JOB MOST IMPORTANT TO SENIOR WITHIN SEX

	MALE	FEMALE	NUMBER
GOOD JOB ANYWHERE	60.9	58.1	385
NEAR HOMETOWN	11.3	20.5	103
NEAR BIG CITY	21.3	19.9	133
JOB ON A FARM	6.6	1.5	26
	49.5	50.5	647

O. ASPECT OF JOB MOST IMPORTANT TO SENIOR WITHIN SEX

	MALE	FEMALE	NUMBER
SALARY LEVEL	24.3	16.4	126
JOB PRESTIGE	3.6	4.4	25
JOB SATISFACTION	72.1	79.2	472
	49.0	51.0	623

Table 4 of Set B provides a breakdown of data on seniors by grade most received in high school. Points of particular interest are:

- seniors who report C or lower as the most often received grade are in larger schools
- females receive grades of B+ to A at a ratio of almost 3:2 compared to males
- as expected, those with better grades choose four-year colleges and the next best attend two-year colleges
- students with lower grades are less sure about their career choice as seniors
- guidance counselors were cited as the source for learning about career opportunities more often by the best (B+ to A) students and the worst (D)
- students with lower grades more often cite the absence of help from counselors
- students with lower grades feel more limitations in career/educational choices
- better students (A-B+) feel less prepared for transition from high school to college in the area of speech and science; B to C students feel least prepared in math; and the lowest students ($\leq$ C) feel least prepared in English and science
- when limitations for career/educational choices are felt by better students, financial reasons seem to prevail
- lack of social skills is not a factor in students' minds in the transition from high school to college

- poor study skills is felt across all groups, and particularly among the poorer students
- among the four categories of better students, there doesn't seem to be any difference in their preference to locate a job near a large city
- very few students wish to locate a job on a farm
- as high grades decrease, importance of salary (level of) becomes more important
- job satisfaction is comparably more important for better students

TABLE 4
GRADE MOST RECEIVED

A. ENROLLMENT OF DISTRICT BY GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
0-50	23.7	23.7	21.5	21.5	6.7	2.2	.7	0.0	135
51-100	20.0	21.1	23.3	19.4	11.7	3.3	1.1	0.0	180
101-200	16.5	17.7	18.5	21.3	17.7	5.1	2.0	1.2	254
201-300	13.3	26.7	13.3	13.3	23.3	10.0	0.0	0.0	30
301-400	2.9	20.0	25.7	17.1	20.0	8.6	5.7	0.0	35
401-500	14.3	23.8	23.8	4.8	23.8	0.0	9.5	0.0	21
	18.0	20.6	20.8	19.7	14.4	4.3	1.8	.5	655

B. SEX OF SENIOR WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
MALE	39.9	39.9	50.7	53.5	65.6	55.6	50.0	100.0	320
FEMALE	60.7	60.7	49.3	46.5	34.4	44.4	50.0	0.0	328
	18.1	20.8	20.7	19.6	14.4	4.2	1.9	.5	648

C. MARITAL STATUS OF SENIOR WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
NO	97.5	99.3	97.1	95.3	96.8	96.4	100.0	100.0	637
YES	2.5	.7	2.9	4.7	3.2	3.6	0.0	0.0	18
	18.0	20.6	20.8	19.7	14.4	4.3	1.8	.5	655

D. OCCUPATION OF SENIOR'S FATHER BY GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
FARMING	25.4	21.4	20.1	18.8	9.8	2.7	1.8	0.0	224
HOMEMAKING	0.0	25.0	50.0	25.0	0.0	0.0	0.0	0.0	4
BLUE COLLAR	9.1	18.2	22.3	22.3	19.1	6.4	2.3	.5	220
WHITE COLLAR	15.2	26.1	17.4	19.6	10.9	6.5	2.2	2.2	46
MNGMT OR PROF	21.1	25.7	23.9	15.6	10.1	2.8	0.0	.9	109
MILITARY	0.0	0.0	0.0	40.0	40.0	20.0	0.0	0.0	5
DECEASED	22.2	16.7	22.2	11.1	27.8	0.0	0.0	0.0	18
RETIRED	26.7	6.7	13.3	26.7	20.0	6.7	0.0	0.0	15
UNEMPLOYED	27.3	9.1	0.0	18.2	36.4	0.0	9.1	0.0	11
	18.1	20.6	20.9	19.6	14.4	4.3	1.7	.5	652

E. OCCUPATION OF SENIOR'S MOTHER BY GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
FARMING	16.7	38.9	11.1	22.2	11.1	0.0	0.0	0.0	18
HOMEMAKING	19.0	22.7	20.4	17.5	14.5	3.7	1.9	.4	269
BLUE COLLAR	6.7	15.6	24.4	26.7	16.7	6.7	3.3	0.0	90
WHITE COLLAR	17.3	21.0	22.2	17.3	16.7	3.7	.6	1.2	162
MNGMT OR PROF	21.8	17.9	16.7	26.9	11.5	3.8	1.3	0.0	78
MILITARY	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
DECEASED	40.0	0.0	20.0	0.0	0.0	40.0	0.0	0.0	5
RETIRED	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	2
UNEMPLOYED	28.0	12.0	28.0	16.0	8.0	0.0	8.0	0.0	25
	17.7	20.6	21.0	19.7	14.5	4.2	1.8	.5	649

F. SENIOR'S POST GRADUATION PLANS BY GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
4 YR COLLEGE	29.7	28.7	20.3	14.5	5.1	1.7	0.0	0.0	296
2 YR COLLEGE	16.3	15.4	26.8	17.9	21.1	.8	1.6	0.0	123
VOC TECH SCH	5.2	14.3	16.9	26.0	23.4	7.8	6.5	0.0	77
OTHER TRAIN.	0.0	3.3	16.7	36.7	23.3	13.3	3.3	3.3	30
JOB NEAR HOME	0.0	10.3	13.8	24.1	41.4	3.4	6.9	0.0	29
GET MARRIED & STAY NEAR	0.0	15.4	38.5	0.0	30.8	7.7	7.7	0.0	13
JOB OUTSTIDE HOMETOWN	5.0	25.0	20.0	25.0	15.0	10.0	0.0	0.0	20
GET MARRIED & LEAVE AREA	12.5	12.5	0.0	50.0	12.5	12.5	0.0	0.0	8
OTHER	5.4	14.3	17.9	30.4	14.3	12.5	1.8	3.6	56
	17.9	20.7	20.6	19.8	14.4	4.3	1.8	.5	652

G. HAS SENIOR MADE A CAREER CHOICE OR CHOSEN AN AREA OF STUDY WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
NO	22.2	25.2	28.1	27.9	29.8	50.0	41.7	33.3	182
YES	77.8	74.8	71.9	72.1	70.2	50.0	58.3	66.7	471
	17.9	20.7	20.7	19.8	14.4	4.3	1.8	.5	653

H. WHAT MOST INFLUENCED SENIOR IN CHOOSING CAREER OR AREA OF STUDY WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
GEOGRAPHICAL LOCATION	1.7	1.5	5.2	4.7	5.5	16.0	8.3	0.0	27
JOB AVAILABILITY	4.3	9.0	3.7	7.8	4.4	4.0	8.3	0.0	38
SALARY EXPECTATION	7.8	14.2	14.1	13.3	8.8	8.0	16.7	0.0	76
PRESTIGE	6.9	.7	3.0	2.3	1.1	4.0	0.0	0.0	18
NATURE OF WORK	67.2	57.5	56.3	50.8	58.2	44.0	41.7	33.3	366
OTHER	12.1	17.2	17.8	21.1	22.0	24.0	25.0	66.7	119
	18.0	20.8	21.0	19.9	14.1	3.9	1.9	.5	644

I. HOW SENIOR PRIMARILY LEARNED OF CAREER CHOICE OPPORTUNITIES WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
WORK STUDY	1.7	1.5	1.5	4.7	5.4	10.7	8.3	0.0	21
CAREER CLASSES	2.5	7.4	4.4	4.7	7.6	3.6	0.0	33.3	34
CAREER DAYS	5.9	16.3	11.9	10.2	8.7	7.1	25.0	66.7	73
MILITARY RECRUITER	2.5	2.2	4.4	11.0	5.4	7.1	0.0	0.0	33
VOC TECH RECRUITER	0.0	.7	2.2	2.4	2.2	3.6	8.3	0.0	11
COLLEGE RECRUITER	5.1	3.7	.7	3.9	3.3	0.0	0.0	0.0	20
GUIDANCE COUNSELOR	22.9	25.2	17.0	18.1	20.7	17.9	25.0	0.0	134
PARENTS	16.1	12.6	15.6	13.4	13.0	7.1	25.0	0.0	91
TEACHERS	16.9	3.7	9.6	7.1	9.8	21.4	0.0	0.0	62
OTHERS	26.3	26.7	32.6	24.4	23.9	21.4	8.3	0.0	171
	18.2	20.8	20.8	19.5	14.2	4.3	1.8	.5	650

J. TYPE OF COUNSELING SENIOR RECEIVED MOST FROM HIGH SCHOOL GUIDANCE COUNSELOR WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
PLANNED GROUP MEETINGS	6.8	5.2	6.8	4.7	5.4	0.0	0.0	0.0	35
PLANNED INDIV MEETINGS	12.0	13.3	8.3	8.5	8.7	3.6	0.0	0.0	63
PERSONAL COUNSELING	20.5	14.8	14.3	20.2	15.2	21.4	33.3	66.7	115
ACADEMIC COUNSELING	13.7	11.9	10.5	10.1	14.1	10.7	25.0	33.3	79
COLLEGE CHOICE COUNSELING	19.7	23.7	19.5	17.1	15.2	14.3	8.3	0.0	122
EDUCATIONAL CHOICE COUNS	6.8	8.1	12.8	14.7	5.4	10.7	8.3	0.0	64
NO HELP FROM COUNSELOR	17.9	22.2	24.1	24.0	31.5	39.3	25.0	0.0	157
NO COUNSELOR	2.6	.7	3.8	.8	4.3	0.0	0.0	0.0	14
	18.0	20.8	20.5	19.9	14.2	4.3	1.8	.5	649

K. EXTENT SENIOR FELT CAREER/EDUCATIONAL CHOICES WERE LIMITED AFTER HIGH SCHOOL WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
VERY LIMITED	.9	2.2	4.5	4.8	6.5	14.8	8.3	0.0	27
LIMITED	14.7	28.9	34.8	42.9	51.1	55.6	58.3	33.3	226
UNLIMITED	84.5	68.9	60.6	52.4	42.4	29.6	33.3	66.7	390
	18.0	21.0	20.5	19.6	14.3	4.2	1.9	.5	643

L. ACADEMIC AREA IN WHICH SENIOR FELT LEAST PREPARED FOR HIGH SCHOOL TO COLLEGE TRANSITION WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
ENGLISH	12.5	15.8	13.6	22.0	20.3	34.6	33.3	100.0	103
MATH	14.4	30.0	41.5	34.9	41.8	23.1	22.2	0.0	179
SPEECH	28.8	14.2	12.7	8.3	12.7	7.7	0.0	0.0	83
SCIENCE	25.0	23.3	21.2	20.2	11.4	23.1	33.3	0.0	119
SOCIAL SCIENCE	7.7	9.2	2.5	7.3	6.3	0.0	0.0	0.0	35
OTHER	11.5	7.5	8.5	7.3	7.6	11.5	11.1	0.0	49
	18.3	21.1	20.8	19.2	13.9	4.6	1.6	.5	568

M. REASON SENIOR FELT CAREER/EDUCATIONAL CHOICES WERE LIMITED OR VERY LIMITED WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
GRADES TOO LOW	2.1	0.0	0.0	9.0	18.6	16.7	60.0	33.3	33
NO HIGH SCHOOL PREPARATION	19.1	12.7	19.7	15.7	11.4	4.2	0.0	0.0	55
NO VOCATIONAL TRAINING	4.3	3.2	13.2	14.6	8.6	12.5	0.0	33.3	37
FAMILY RESPONSIBILITY	4.3	7.9	7.9	2.2	5.7	8.3	0.0	0.0	21
FINANCIAL REASON	68.1	60.3	42.1	40.4	37.1	33.3	30.0	0.0	175
TRAINING TOO FAR	0.0	7.9	6.6	2.2	4.3	4.2	0.0	0.0	16
NO MOTIVATION	2.1	7.9	10.5	15.7	14.3	20.8	10.0	33.3	45
	12.3	16.5	19.9	23.3	18.3	6.3	2.6	.8	382

N. AREA SENIOR FELT WOULD MOST NEGATIVELY AFFECT TRANSITION FROM HIGH SCHOOL TO COLLEGE WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
STUDY SKILLS	22.2	25.8	28.4	42.2	41.1	32.1	54.5	66.7	206
SOCIAL SKILLS	8.5	3.8	3.7	2.3	3.3	3.6	0.0	0.0	27
COMMUNICATION SKILLS	6.0	9.1	8.2	5.5	5.6	14.3	27.3	0.0	49
TIME MNGMT SKILLS	17.1	18.9	14.9	13.3	11.1	10.7	0.0	0.0	95
NO MOTIVATION	4.3	10.6	11.9	10.2	16.7	17.9	18.2	33.3	71
NOT APPLICABLE	41.9	31.8	32.8	26.6	22.2	21.4	0.0	0.0	195
	18.2	20.5	20.8	19.9	14.0	4.4	1.7	.5	643

O. LOCATION OF JOB MOST IMPORTANT TO SENIOR WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
GOOD JOB ANYWHERE	59.8	56.7	63.7	53.5	68.8	53.6	75.0	33.3	390
NEAR HOMETOWN	14.5	17.2	12.6	17.8	15.1	21.4	16.4	0.0	102
NEAR BIG CITY	23.9	22.4	20.7	21.7	11.8	21.4	8.3	33.3	133
JOB ON A FARM	1.7	3.7	3.0	7.0	4.3	3.6	0.0	33.3	26
	18.0	20.6	20.7	19.8	14.3	4.3	1.8	.5	651

P. ASPECT OF JOB MOST IMPORTANT TO SENIOR WITHIN GRADE MOST RECEIVED

	A	A-orB+	B	B-orC+	C	C-orD+	D	D-orF	NUMBER
SALARY	11.1	19.2	10.9	24.2	30.0	46.2	27.3	66.7	125
JOB PRESTIGE	.9	3.4	6.2	1.7	7.8	7.7	0.0	0.0	25
JOB SATISFACTION	88.0	76.4	82.9	74.2	62.2	46.2	72.7	33.3	476
	18.7	20.3	20.6	19.2	14.4	4.2	1.8	.5	626

Table 5 of Set B shows a breakdown of information about responses by seniors by 7-12 enrollment in district. Among the conclusions from these data are:

- seniors in the smallest schools (0-50) report receiving higher grades
- farming is more often the occupation of fathers in the smaller districts with blue collar work more prevalent in larger districts
- mothers tend to have occupations outside the home more often in the larger school districts
- almost 50% or more of seniors plan to pursue post-secondary educational opportunities across all school sizes, but even a much higher percent ($\sim$80%) of the seniors in the smallest school plan such action
- overall, students across all school sizes cite similar influences in making career choices
- type of counseling provided students is similar across all district size categories
- students in smaller districts feel less limited in their career/educational choices
- regardless of district size, math is perceived to be the area in which students are least prepared for transition from high school to college
- within the smallest school category (enrollment of 0-50), weaknesses for transition are almost equally distributed across all areas, except social science

- as school size increases, notable differences in the extent to which areas of weaknesses are cited for transition to high school tend to emerge

TABLE 5
ENROLLMENT OF THE DISTRICT

A. STATE WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
KANSAS	19.7	21.1	25.7	46.7	42.9	71.4	180
NEBRASKA	43.1	8.8	9.7	0.0	0.0	0.0	101
SOUTH DAKOTA	13.1	39.8	29.1	0.0	34.3	28.6	186
NORTH DAKOTA	11.7	16.6	11.2	0.0	0.0	0.0	76
MISSOURI	4.4	4.4	6.0	20.7	22.9	0.0	46
COLORADO	3.6	3.9	14.6	26.7	0.0	0.0	59
WYOMING	4.4	4.4	3.7	0.0	0.0	0.0	24
							672

B. GRADE MOST RECEIVED IN HIGH SCHOOL WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
A	23.7	20.0	16.5	13.3	2.9	14.3	118
A-orB+	23.7	21.1	17.7	26.7	20.0	23.8	135
B	21.5	23.3	18.5	13.3	25.7	23.8	136
B-orC+	21.5	19.4	21.3	13.3	17.1	4.8	129
C	6.7	11.7	17.7	23.3	20.0	23.8	94
C-orD+	2.2	3.3	5.1	10.0	8.6	0.0	28
D	.7	1.1	2.0	0.0	5.7	9.5	12
D-orF	0.0	0.0	1.2	0.0	0.0	0.0	3
							655

C. SEX WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
MALE	47.8	45.5	51.8	50.0	58.8	50.0	322
FEMALE	52.2	54.5	48.2	50.0	41.2	50.0	329
							651

D. ENROLLMENT OF THE DISTRICT BY MARITAL STATUS OF SENIOR

	0-50	51-100	101-200	201-300	301-400	401-500	N
NOT MARRIED	96.3	98.3	97.3	96.7	97.1	95.2	641
MARRIED	3.7	1.7	2.7	3.3	2.9	4.8	18
							659

E. FATHER'S OCCUPATION WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
FARMING	52.9	39.4	28.2	20.0	11.4	4.8	226
HOMEMAKING	.7	1.1	.4	0.0	0.0	0.0	4
BLUE COLLAR	29.4	28.3	35.7	33.3	51.4	52.4	221
WHITE COLLAR	4.4	3.9	9.4	16.7	11.4	4.8	47
MNGMT OR PROF.	9.6	21.1	16.1	23.3	14.3	23.8	109
MILITARY	0.0	0.0	1.6	0.0	0.0	4.8	5
DECEASED	.7	2.8	4.3	0.0	0.0	4.8	18
RETIRED	.7	1.7	2.4	3.3	8.6	4.8	15
UNEMPLOYED	1.5	1.7	2.0	3.3	2.9	0.0	12
							657

F. MOTHER'S OCCUPATION WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
FARMING	4.4	2.8	2.7	0.0	0.0	0.0	18
HOMEMAKING	45.2	49.7	38.4	31.0	29.4	14.3	270
BLUE COLLAR	18.2	11.7	12.2	10.3	23.5	14.3	91
WHITE COLLAR	14.8	23.5	27.5	41.4	29.4	42.9	163
MNGMT OR PROF	10.4	8.9	14.9	10.3	14.7	9.5	78
MILITARY	0.0	0.0	0.0	0.0	0.0	0.0	0
DECEASED	.7	.6	.8	3.4	0.0	0.0	5
RETIRED	0.0	.6	0.0	0.0	0.0	4.8	2
UNEMPLOYED	5.9	2.2	3.5	3.4	2.9	14.3	26
							653

G. SENIOR'S POST GRADUATION PLANS WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
FOUR YEAR COLLEGE	50.0	46.4	46.7	26.7	34.3	33.3	297
TWO YEAR COLLEGE	20.9	21.2	15.6	33.3	14.3	19.0	125
VOC TECH SCHOOL	11.9	14.0	11.7	3.3	8.6	9.5	77
OTHER TRAINING	.7	3.9	5.4	13.3	11.4	0.0	30
JOB NEAR HOMETOWN	2.2	5.0	2.7	10.0	14.3	9.5	29
GET MARRIED & STAY IN AREA	0.0	1.1	3.1	3.3	2.9	4.8	13
JOB OUTSIDE HOMETOWN	3.0	2.8	3.5	0.0	5.7	0.0	20
GET MARRIED & LEAVE AREA	1.5	0.0	2.3	0.0	0.0	0.0	8
OTHER	9.7	5.6	8.9	10.0	8.6	23.8	57
							656

H. HAS SENIOR MADE DECISION ABOUT CAREER CHOICE OR AREA OF STUDY WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
NO	25.4	28.9	28.4	23.3	28.6	33.3	183
YES	74.6	71.1	71.6	76.7	71.4	66.7	474
							657

I. ADEQUATE KNOWLEDGE OR EXPOSURE TO CHOICE PRIOR TO MAKING A CAREER CHOICE WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
NO	18.8	23.3	15.4	13.3	11.4	23.8	119
YES	81.2	76.7	84.6	86.7	88.6	76.2	534
							653

J. MOST INFLUENTIAL REASON FOR CAREER CHOICE OR AREA OF STUDY WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
GEOGRAPHICAL LOCATION	3.7	4.4	2.8	6.7	14.7	9.5	29
JOB AVAILABILITY	5.2	3.9	7.2	10.0	5.9	4.8	38
SALARY EXPECTATIONS	14.2	7.8	13.3	10.0	11.8	14.3	76
PRESTIGE	1.5	4.4	3.2	0.0	2.9	0.0	19
NATURE OF WORK	54.5	62.8	55.4	50.0	52.9	42.9	366
OTHER	20.9	16.7	18.1	23.3	11.8	28.6	120
							648

K. TYPE OF COUNSELING SENIOR RECEIVED MOST WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
PLANNED GROUP MEETINGS	8.3	5.1	4.7	3.3	2.9	4.8	35
PLANNED INDIV. MEETINGS	12.8	6.2	8.2	13.3	22.9	14.3	64
PERSONAL COUNSELING	18.0	16.4	18.4	13.3	17.1	23.8	115
ACADEMIC COUNSELING	12.8	10.7	12.9	23.3	5.7	4.8	79
COLLEGE CHOICE COUNSELING	21.1	16.9	18.0	10.0	25.7	28.6	122
EDUCATIONAL CHOICE COUNSEL.	6.8	10.2	10.6	16.7	14.3	0.0	64
NO HELP FROM COUNSELOR	18.8	27.7	27.1	20.0	11.4	23.8	158
NO COUNSELOR	1.5	6.8	0.0	0.0	0.0	0.0	14
							651

L. EXTENT SENIOR FELT CAREER/EDUCATIONAL CHOICES WERE LIMITED WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
VERY LIMITED	3.8	3.4	5.1	6.9	0.0	4.8	27
LIMITED	31.1	35.4	33.3	31.0	54.3	52.4	228
UNLIMITED	65.2	61.1	61.0	62.1	45.7	42.9	391
							646

M. AREA IN WHICH SENIOR FELT LEAST PREPARED FOR TRANSITION FOR HIGH SCHOOL TO COLLEGE ACADEMICS WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
ENGLISH	17.4	16.3	19.6	3.8	25.0	25.0	103
MATH	23.5	30.1	31.7	57.7	42.9	40.0	181
SPEECH	17.4	17.6	13.5	3.8	14.3	5.0	84
SCIENCE	19.1	26.1	20.0	26.9	7.1	15.0	120
SOC. SCIENCE	8.7	3.9	6.1	3.8	3.6	15.0	35
OTHER	13.9	5.9	9.1	3.8	7.1	0.0	49
							572

N. WHY SENIORS FELT CAREER OR EDUCATIONAL CHOICES WERE LIMITED OR VERY LIMITED WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
GRADES TOO LOW	7.4	2.7	13.4	11.1	13.6	13.3	35
NO HIGH SCHOOL PREPARATION	14.7	15.0	11.4	11.1	9.1	46.7	55
NO VOCATIONAL TRAINING	2.9	10.6	12.1	11.1	13.6	0.0	37
FAMILY RESPONSIBILITY	4.4	6.2	4.7	11.1	4.5	6.7	21
FINANCIAL REASON	57.4	48.7	43.6	27.8	31.8	26.7	175
TRAINING TOO FAR AWAY	2.9	4.4	4.0	5.6	9.1	0.0	16
NO MOTIVATION	10.3	12.4	10.7	22.2	18.2	6.7	46
							385

O. AREA IN WHICH SENIOR FELT MOST NEGATIVELY AFFECTED IN TRANSITION FROM HIGH SCHOOL TO COLLEGE WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
STUDY SKILLS	40.2	31.5	30.6	6.7	31.4	40.0	207
SOCIAL SKILLS	3.0	4.5	5.6	0.0	0.0	5.0	27
COMMUN. SKILLS	4.5	9.0	7.5	13.3	11.4	5.0	50
TIME MGT SKILLS	12.1	15.2	13.5	30.0	20.0	15.0	96
NO MOTIVATION	11.4	7.3	12.7	20.0	14.3	5.0	72
NOT APPLICABLE	28.8	32.6	30.2	30.0	22.9	30.0	195
							647

P. JOB LOCATION MOST IMPORTANT TO SENIOR WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
GOOD JOB ANYWHERE	63.4	55.0	61.6	50.0	65.7	61.9	392
NEAR HOMETOWN	17.4	16.7	13.7	23.3	14.3	14.3	103
NEAR BIGGER CITY	14.2	23.9	21.7	20.0	20.0	20.5	134
JOB ON A FARM	5.2	4.4	3.5	6.7	0.0	4.0	26
							655

Q. JOB ASPECT MOST IMPORTANT TO SENIOR WITHIN ENROLLMENT OF THE DISTRICT

	0-50	51-100	101-200	201-300	301-400	401-500	N
SALARY LEVEL	17.8	16.4	22.4	21.4	37.1	9.5	127
JOB PRESTIGE	4.7	5.3	3.3	0.0	5.7	0.0	25
JOB SATISFACTION	77.5	78.4	74.4	78.6	57.1	90.5	478
							630

Table 6 of Set B provides a breakdown of information about seniors according to place of residence, i.e. town or country. There seem to be few, if any, significant differences among students on these variables.

TABLE 6
PARENTS RESIDENCE

A. ENROLLMENT OF DISTRICT WITHIN PARENTS' RESIDENCE

	IN A TOWN	IN THE COUNTRY	NUMBER
0-50	17.2	23.2	133
51-100	27.3	27.7	180
101-200	39.5	38.7	256
201-300	6.6	2.7	30
301-400	5.6	5.1	35
401-500	3.8	2.7	21
	48.7	51.3	655

B. GRADE SENIOR MOST RECIEVED FOR HIGH SCHOOL CLASSES WITHIN PARENTS' RESIDENCE

	IN A TOWN	IN THE COUNTRY	NUMBER
A	15.4	20.4	117
A- OR B+	21.1	20.4	135
B	18.9	22.5	135
B- OR C+	18.9	20.5	128
C	17.9	11.1	94
C- OR D+	5.3	3.0	27
D	1.9	1.8	12
D- OR F	.6	.3	3
	48.8	51.2	651

C. SEX OF SENIOR WITHIN PARENTS' RESIDENCE

	IN A TOWN	IN THE COUNTRY	NUMBER
MALE	50.8	47.9	319
FEMALE	49.2	52.1	328
	48.7	51.3	647

D. MARITAL STATUS OF SENIOR WITHIN PARENTS' RESIDENCE

	IN A TOWN	IN THE COUNTRY	NUMBER
NO	97.8	96.7	637
YES	2.2	3.3	18
	48.7	51.3	655

E. HIGHEST LEVEL OF EDUCATION OF SENIORS' FATHER WITHIN PARENTS' RESIDENCE

	IN A TOWN	IN THE COUNTRY	NUMBER
LESS THAN 12TH	17.5	19.1	119
H.S. GRADUATE	42.0	45.7	285
SOME COLLEGE	11.1	11.9	75
2YRS. OF COLLEGE	8.3	6.9	49
4 YEAR DEGREE	7.0	8.7	51
BACHELORS PLUS	3.2	2.1	17
MASTERS	5.7	1.2	22
DOCTORATE	.6	.3	3
TECHNICAL TRAINING	4.5	4.2	28
	48.4	51.6	649

F. HIGHEST LEVEL OF EDUCATION OF SENIORS' MOTHER WITHIN PARENTS' RESIDENCE

	IN A TOWN	IN THE COUNTRY	NUMBER
LESS THAN 12TH	11.9	11.9	78
H.S. GRADUATE	45.0	48.5	306
SOME COLLEGE	15.4	15.2	100
2YRS. OF COLLEGE	9.7	9.5	63
4 YEAR DEGREE	6.3	7.7	46
BACHELORS PLUS	1.9	2.7	15
MASTERS	2.2	1.2	11
DOCTORATE	0.0	.3	1
TECHNICAL TRAINING	7.5	3.0	34
	48.6	51.4	654

G. ACADEMIC AREA IN WHICH SENIOR FELT LEAST PREPARED FOR HIGH SCHOOL TO COLLEGE TRANSITION WITHIN PARENTS' RESIDENCE

	IN A TOWN	IN THE COUNTRY	NUMBER
ENGLISH	16.2	19.6	102
MATH	35.9	27.0	179
SPEECH	13.7	15.8	84
SCIENCE	22.5	19.6	120
SOCIAL SCIENCE	3.9	8.4	49
OTHER	7.7	9.5	49
	49.9	50.1	569

H. REASON SENIOR FELT CAREER/EDUCATIONAL CHOICES WERE LIMITED OR VERY LIMITED WITHIN PARENTS' RESIDENCE

	IN A TOWN	IN THE COUNTRY	NUMBER
GRADES TOO LOW	8.2	9.1	33
NO H.S. PREPARATION	14.8	13.4	54
NO VOCATIONAL TRAINING	11.2	8.1	37
FAMILY RESPONSIBILITY	6.6	4.3	21
FINANCIAL REASON	46.9	44.6	175
TRAINING TOO FAR	2.0	6.5	16
NO MOTIVATION	10.2	14.0	46
	51.3	48.7	382

I. AREA SENIOR FELT WOULD MOST NEGATIVELY AFFECT TRANSITION FROM HIGH SCHOOL TO COLLEGE WITHIN PARENTS' RESIDENCE

	IN A TOWN	IN THE COUNTRY	NUMBER
STUDY SKILLS	32.5	31.8	207
SOCIAL SKILLS	3.2	5.1	27
COMMUNICATION SKILLS	8.4	6.9	49
TIME MANAGEMENT SKILLS	14.8	14.7	95
NO MOTIVATION	13.5	8.7	71
NOT APPLICABLE	27.7	32.7	195
	48.3	51.7	644

J. LOCATION OF JOB MOST IMPORTANT TO SENIOR WITHIN PARENTS' RESIDENCE

	IN A TOWN	IN THE COUNTRY	NUMBER
GOOD JOB ANYWHERE	62.0	57.7	390
NEAR HOME	15.5	15.8	102
NEAR BIG CITY	20.6	20.5	134
JOB ON A FARM	1.9	6.0	26
	48.5	51.5	652

K. ASPECT OF JOB MOST IMPORTANT TO SENIOR WITHIN PARENTS' RESIDENCE

	IN A TOWN	IN THE COUNTRY	NUMBER
SALARY LEVEL	21.8	18.4	126
JOB PRESTIGE	4.2	3.8	25
JOB SATISFACTION	73.9	77.8	476
	49.0	51.0	627

Table 7 of Set B provides an illustration of student information according to size of graduating class. Of course Table 5 of this set, which is shown according to 7-12 district enrollment, would also reflect the effect of "size" of the school on these variables. Additional noteworthy findings in Table 7 are:

- slightly higher grades are associated with smaller graduating classes
- students in the smaller categories of graduating class size are not as positive about the adequacy of knowledge and information for making a career choice
- no consistent pattern seems to emerge across the various class sizes when considering the areas in which seniors feel least prepared in the transition from high school to college (The same conclusion can be drawn about reasons for feeling limited in career/educational choices and for factors that would negatively influence transition from high school to college.)
- within all sizes of graduating classes, financial reason was cited most often as a reason why career choices were felt to be limited except in classes over 100, where no high school preparation was cited by over 57%

TABLE 7
SIZE OF HIGH SCHOOL GRADUATING CLASS

A. GRADE SENIOR MOST RECEIVED FOR HIGH SCHOOL CLASSES WITHIN SIZE OF HIGH SCHOOL GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
A	16.4	23.1	25.0	15.8	15.1	17.7	20.5	5.4	12.5	118
A-orB+	28.4	17.3	21.6	19.8	20.8	18.8	20.5	24.3	12.5	135
B	22.4	26.0	18.2	17.8	17.9	26.0	18.2	10.8	37.5	135
B-orC+	14.9	23.1	17.0	28.7	22.6	13.5	15.9	16.2	12.5	129
C	11.9	7.7	14.8	12.9	16.0	15.6	20.5	24.3	12.5	93
C-orD+	4.5	1.9	2.3	4.0	5.7	6.3	4.5	8.1	0.0	28
D	1.5	1.0	1.1	1.0	.9	2.1	0.0	8.1	12.5	11
D-orF	0.0	0.0	0.0	0.0	.9	0.0	0.0	2.7	0.0	2
	10.3	16.0	13.5	15.5	16.3	14.7	6.8	5.7	1.2	651

B. SEX OF SENIOR WITHIN SIZE OF GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
MALE	57.4	48.5	43.8	46.5	47.1	51.1	50.0	60.0	50.0	319
FEMALE	42.6	51.5	56.2	53.5	52.9	48.9	50.0	40.0	50.0	327
	10.5	15.9	13.8	15.6	16.1	14.6	6.8	5.4	1.2	646

C. MARITAL STATUS OF SENIOR BY SIZE OF GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
NO	97.1	97.1	96.6	98.0	94.3	100.0	97.7	97.3	100.0	635
YES	2.9	2.9	3.4	2.0	5.7	0.0	2.3	2.7	0.0	18
	10.4	15.9	13.6	15.5	16.2	14.7	6.7	5.7	1.2	653

D. SENIORS POST GRADUATION PLANS WITHIN SIZE OF GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
FOUR YEAR COLLEGE	42.6	48.1	46.6	42.6	47.6	50.5	43.2	29.7	37.5	294
TWO YEAR COLLEGE	20.6	17.3	27.3	23.8	10.5	14.7	25.0	18.9	25.0	125
VOC TECH SCHOOL	16.2	16.3	10.2	10.9	10.5	10.5	6.8	10.8	0.0	76
OTHER TRAINING	1.5	5.8	1.1	5.9	4.8	6.3	6.8	5.4	0.0	30
JOB NEAR HOMETOWN	4.4	2.9	3.4	3.0	4.8	2.1	2.3	0.0	0.0	29
GET MARRIED/ STAY NEAR	0.0	0.0	0.0	2.0	2.9	6.3	2.3	2.7	0.0	13
JOB OUTSIDE HOMETOWN	4.4	2.9	3.4	3.0	4.8	2.1	2.3	0.0	0.0	20
GET MARRIED/ LEAVE AREA	2.9	0.0	0.0	2.0	2.9	0.0	0.0	2.7	0.0	8
OTHER	7.4	8.7	8.0	7.9	7.6	5.3	9.1	16.2	37.5	55
	10.5	16.0	13.5	15.5	16.2	14.6	6.8	5.7	1.2	650

E. HAS SENIOR MADE A CAREER CHOICE OR CHOSEN AN AREA OF STUDY WITHIN SIZE OF GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
NO	22.1	24.0	31.0	26.7	29.2	33.3	15.9	35.1	50.0	181
YES	77.9	76.0	69.0	73.3	70.8	66.7	84.1	64.9	50.0	470
	10.4	16.0	13.4	15.5	16.3	14.7	6.8	5.7	1.2	651

F. DOES SENIOR FEEL HE HAD ADEQUATE KNOWLEDGE OR EXPOSURE BEFORE MAKING A CAREER CHOICE OR CHOOSING AN AREA OF STUDY WITHIN SIZE OF GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
NO	22.1	15.5	28.7	21.0	13.3	16.8	11.4	13.5	25.0	119
YES	77.9	84.5	71.3	79.0	86.7	83.2	88.6	86.5	75.0	528
	10.5	15.9	13.4	15.5	16.2	14.7	6.8	5.7	1.2	647

G. WHAT MOST INFLUENCED SENIOR IN CHOOSING CAREER OR AREA OF STUDY WITHIN SIZE OF GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
GEOGRAPHICAL LOCATION	7.5	1.0	3.4	4.0	6.7	3.2	0.0	11.8	12.5	28
JOB AVAIL-ABILITY	6.0	2.9	5.7	5.9	3.8	9.7	9.1	8.8	0.0	38
SALARY EXPECTATION	13.4	12.6	8.0	8.9	14.4	17.2	9.1	5.9	12.5	76
PRESTIGE	1.5	1.9	4.5	3.0	3.8	2.2	6.8	0.0	0.0	19
NATURE OF WORK	53.7	60.2	65.9	57.4	55.8	51.6	45.5	67.6	25.0	365
OTHER	17.9	21.4	12.5	20.8	15.4	16.1	29.5	5.9	50.0	116
	10.4	16.0	13.7	15.7	16.2	14.5	6.9	5.3	1.2	642

H. EXTENT SENIOR FELT CAREER/EDUCATIONAL CHOICES WERE LIMITED AFTER HIGH SCHOOL WITHIN SIZE OF GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
VERY LIMITED	4.5	2.0	7.0	2.0	3.8	5.2	2.3	10.8	0.0	27
LIMITED	37.3	38.6	33.7	30.6	34.3	30.2	30.2	51.4	62.5	225
UNLIMITED	58.2	59.4	59.3	67.3	61.9	64.6	67.4	37.8	37.5	389
	10.5	15.8	13.4	15.3	16.4	15.0	6.7	5.8	1.2	641

I. ACADEMIC AREA IN WHICH SENIOR FELT LEAST PREPARED FOR HIGH SCHOOL TO COLLEGE TRANSITION WITHIN SIZE OF GRADUATING CLASSES

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
ENGLISH	19.3	16.0	15.6	11.1	21.0	20.5	10.0	42.3	14.3	101
MATH	29.8	22.2	27.3	37.8	31.0	28.4	60.0	23.1	42.9	179
SPEECH	15.8	18.5	15.6	11.1	16.0	14.8	7.5	19.2	0.0	83
SCIENCE	17.5	19.8	33.8	24.4	14.0	22.7	17.5	11.5	28.6	120
SOC. SCIENCE	7.0	8.6	2.6	7.8	7.0	8.0	0.0	0.0	14.3	35
OTHER	10.5	14.8	5.2	7.8	11.0	5.7	5.0	3.8	0.0	48
	10.1	14.3	13.6	15.9	17.7	15.5	7.1	4.6	1.2	566

J. REASON SENIOR FELT CAREER/EDUCATIONAL CHOICES WERE LIMITED OR VERY LIMITED WITHIN SIZE OF GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
GRADES TOO LOW	5.4	2.1	6.5	13.3	10.4	7.4	17.4	13.6	14.3	34
NO H.S. PREPARATION	13.5	14.6	17.7	15.0	9.0	11.1	17.4	13.6	57.1	55
NO VOC TRAINING	0.0	8.3	6.5	10.0	14.9	13.0	8.7	9.1	14.3	36
FAMILY RES-PONSIBILITY	5.4	6.3	4.8	5.0	4.5	5.6	8.7	9.1	0.0	21
FINANCIAL REASON	62.2	50.0	51.6	40.0	44.8	51.9	26.1	27.3	14.3	174
TRAINING TOO FAR	2.7	6.3	4.8	3.3	4.5	1.9	4.3	9.1	0.0	16
NO MOTIVATION	10.8	12.5	8.1	13.3	11.9	9.3	17.4	18.2	0.0	44
	9.7	12.6	16.3	15.8	17.6	14.2	6.1	5.8	1.8	380

K. AREA SENIOR FELT WOULD MOST NEGATIVELY AFFECT TRANSITION FROM HIGH SCHOOL TO COLLEGE WITHIN SIZE OF GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
STUDY SKILLS	33.8	34.7	41.4	28.3	34.3	24.7	18.2	33.3	62.5	206
SOCIAL SKILLS	1.5	5.9	5.7	5.1	3.8	5.4	2.3	0.0	0.0	27
COMMUNICATION SKILLS	1.5	6.9	6.9	8.1	12.4	7.5	6.8	11.1	0.0	49
TIME MNGMT SKILLS	14.7	7.9	14.9	24.2	12.4	14.0	22.7	8.3	12.5	95
NO MOTIVATION	20.6	6.9	3.4	8.1	10.5	16.1	15.9	11.1	0.0	69
NOT APPLICABLE	27.9	37.6	27.6	26.3	26.7	32.3	34.1	36.1	25.0	195
	10.6	15.6	13.6	15.4	16.4	14.5	6.9	5.6	1.2	641

L. LOCATION OF JOB MOST IMPORTANT TO SENIOR WITHIN SIZE OF GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
GOOD JOB ANYWHERE	61.8	58.3	56.8	61.0	61.3	61.1	52.3	67.6	62.5	389
NEAR HOME	14.7	20.4	13.6	15.0	16.0	15.8	13.6	16.2	12.5	103
NEAR A BIG CITY	20.6	15.5	28.4	17.0	19.8	18.9	24.5	16.2	25.0	132
JOB ON A FARM	2.9	5.8	1.1	7.0	2.8	4.2	4.5	0.0	0.0	25
	10.5	15.9	13.6	15.4	16.3	14.6	6.8	5.7	1.2	649

M. ASPECT OF JOB MOST IMPORTANT TO SENIOR WITHIN SIZE OF GRADUATING CLASS

	1-10	11-15	16-20	21-25	26-35	36-50	51-75	76-100	100+	N
SALARY LEVEL	18.2	17.2	17.6	15.3	28.0	23.3	7.1	36.1	25.0	126
JOB PRESTIGE	4.5	4.0	8.2	5.1	2.0	3.3	2.4	0.0	0.0	25
JOB SATIS-FACTION	77.3	78.8	74.1	79.6	70.0	73.3	90.5	63.9	75.0	473
	10.6	15.9	13.6	15.7	16.0	14.4	6.7	5.8	1.3	624

Table Set C includes data from 1981, 1983 and 1985 graduates of the participating schools in this study. Descriptive information about these respondents, as a total group, is found in Table 1 of this set. Additional variation of these data does not seem to be necessary or particularly useful to the reader. However, a few particular points of interest are:

- the respondents are almost exactly equally divided among each of the three years of graduation
- a disproportionately larger percentage of females is represented in the sample (62.6% vs. 37.4%)
- almost 2/3 of the respondents live with their parents or in the same area as the parents
- of those 1981 graduates who were engaged in educational pursuits in 1981, over 70% attended a two- or four-year college
- in 1985, 59% of all 1981, 1983 and 1985 graduates were engaged in some kind of educational pursuit and 44% were enrolled in a four year college
- only 10.2% of all 1981, 1983 and 1985 high school graduates who were working were engaged in farming, while 39.7% of the fathers of all respondents were identified as farming
- graduates did not tend to move further from their hometown from 1981 to 1985
- of specifically identified groups, high school guidance counselors, parents and teachers are identified as most influential in learning about career opportunities

- a rather large percentage of graduates reported either did not have a counselor available or did not receive counseling assistance
- among the one-third who reported limitations in career choices, financial reasons prevailed
- math was the area for which graduates were least prepared for the transition from high school to college
- lack of study skills and poor time management were cited as factors which negatively influenced transition to college
- the majority of graduates' college grades were about the same or higher than those received in high school
- almost 30% of the graduates feel one cannot be successful if she/he stays in the home community after graduation, yet only 12.3% feel this way if she/he returns after college or other training
- almost one-quarter of the graduates indicate that they would never return to their home community, while 22% would prefer a job near home community
- job satisfaction is by far the most important aspect of job, as compared with level of salary, prestige of job and location of job

TABLE SET C

TABLE 1
DESCRIPTIVE INFORMATION ABOUT GRADUATE RESPONDENTS

A. ENROLLMENT OF DISTRICT (GRADES 7-12)

	%	N
0-50	24.8	108
51-100	28.9	126
101-200	34.2	149
201-300	4.8	21
301-400	4.6	20
401-500	2.8	12
	100.0	436

B. HOME STATE OF RESPONDENTS

	%	N
Kansas	28.2	123
Nebraska	16.3	71
South Dakota	28.3	122
North Dakota	11.9	52
Missouri	5.7	25
Colorado	7.1	31
Wyoming	2.8	12
	100.0	436

C. SIZE OF GRADUATING CLASS

	%	N
1-10	6.7	29
11-15	15.5	67
16-20	14.8	64
21-25	14.1	61
26-35	19.6	85
36-50	9.9	43
51-75	9.7	42
76-100	6.5	28
101 +	3.2	14
	100.0	433

D. GRADE GRADUATE RECEIVED MOST FROM HIGH SCHOOL CLASSES

	%	N
A	31.7	137
A- or B+	31.9	138
B	16.0	69
B- or C+	13.9	60
C	4.9	21
C- or D+	1.6	7
D	0	
D- or F	0	
	100.0	432

E. YEAR IN WHICH RESPONDENT GRADUATED FROM HIGH SCHOOL

	%	N
1981	31.5	134
1983	33.2	141
1985	35.3	150
	100.0	425

F. SEX OF GRADUATES

	%	N
Male	37.4	158
Female	62.6	266
	100.0	424

G. MARITAL STATUS OF GRADUATES

	%	N
Not married	74.9	319
Married	25.1	107
	100.0	426

H. HOW LONG GRADUATE HAS BEEN MARRIED

	%	N
During high school	5.5	6
Just after h.s.	19.1	21
One year after h.s.	20.0	22
Two years after h.s.	20.0	22
Three years after	17.3	19
Four years after	12.7	14
Five years after	5.5	6
	100.0	110

I. OCCUPATION OF GRADUATE'S FATHER

	%	N
Farming	39.7	167
Homemaking	1.7	7
Blue Collar	23.3	98
White Collar	5.9	25
Management or Pro.	.5	2
Military	18.5	78
Deceased	.2	1
Retired	5.5	23
Unemployed	4.8	20
	100.0	421

J. OCCUPATION OF GRADUATE'S MOTHER

	%	N
Farming	3.5	15
Homemaking	39.4	170
Blue Collar	12.3	53
White Collar	24.1	104
Management	15.7	68
Military	.5	2
Deceased	1.6	7
Retired	1.6	7
Unemployed	1.4	6
	100.0	432

K. HIGHEST LEVEL OF EDUCATION COMPLETED BY GRADUATE'S FATHER

	%	N
Less than h.s.	21.3	91
High school grad	39.5	169
Some college, no degree	11.9	51
Two years of college	5.8	25
Four years of college	6.5	28
Bachelors + additional hours	2.6	11
Masters degree	4.4	19
Doctorate	1.6	7
Technical Training	6.3	27
	100.0	428

L. HIGHEST LEVEL OF EDUCATION COMPLETED BY GRADUATE'S MOTHER

	%	N
Less than high school	11.4	49
High school graduate	42.2	181
Some college, no degree	17.0	73
Two years of college	8.2	35
Four years of college	4.4	19
Bachelors + additional hours	7.7	33
Masters degree	1.6	7
Doctorate	0	
Technical training	7.5	32
	100.0	428

M. WHERE GRADUATE'S PARENTS LIVE

	%	N
In a town	44.5	190
In the country	55.5	237
	100.0	427

N. WHERE GRADUATE LIVES

	%	N
With parents	41.6	179
Same area as parents	20.5	88
Diff. area from parents	37.9	163
	100.0	430

O. IN OCTOBER, 1981, EDUCATIONAL PURSUITS OF 1981 GRADUATES

	%	N
Four year college	55.9	76
Two year college	16.2	22
Vocational/Technical school	14.7	20
Other training	13.2	18
	100.0	136

P. IN OCTOBER, 1981, OCCUPATION OF 1981 GRADUATE, EXCLUDING THOSE IN ACADEMIC PURSUITS

	%	N
Farming	13.6	6
Homemaking	15.9	7
Blue Collar	20.5	9
White Collar	20.5	9
Management or Professional	4.5	2
Military	13.6	6
Other	11.4	5
	100.0	44

Q. IN OCTOBER, 1983, EDUCATIONAL PURSUITS OF 1981 AND 1983 GRADUATES

	%	N
Four year college	75.5	151
Two year college	12.5	25
Vocational/technical	9.0	18
Other training	3.0	6
	100.0	200

R. IN OCTOBER, 1983, OCCUPATION OF 1981 AND 1983 GRADUATES, EXCLUDING THOSE IN ACADEMIC PURSUITS

	%	N
Farming	13.5	12
Homemaking	14.6	12
Blue Collar	21.3	19
White Collar	21.3	19
Management or professional	14.6	13
Military	2.2	2
Other	12.4	11
	100.0	89

S. IN OCTOBER, 1985, EDUCATIONAL PURSUITS OF 1981, 1983 & 1985 GRADUATES

	%	N	
Four year college	74.3	194	(or 44 % of
Two year college	13.4	35	total group)
Vocational technical school	8.4	22	
Proprietary school	.8	2	
Other training	3.1	8	
	100.0	261	(or 59% of total group)

T. IN OCTOBER, 1985, OCCUPATION OF 1981,1983 & 1985 GRADUATES, EXCLUDING THOSE IN EDUCATIONAL PURSUITS

	%	N
Farming	10.2	19
Homemaking	8.6	16
Blue Collar	19.9	37
White Collar	24.2	45
Management or Professional	21.5	40
Military	4.3	8
Other	11.3	21
	100.0	186

U. GRADUATE'S DISTANCE FROM HOMETOWN IN 1981,1983 & 1985

	1981 %	N	1983 %	N	1985 %	N
In hometown Area	27.5	47	22.5	65	21.3	91
Up to 25 miles	8.8	15	11.1	32	10.3	43
26-50 miles	15.8	27	12.1	35	12.6	54
51-100 miles	19.8	34	17.6	51	17.8	76
101 or more miles	28.1	48	36.7	106	38.3	164
	100.0	171	100.0	286	100.0	428

V. WHAT MOST INFLUENCED GRADUATE IN CAREER CHOICE OF AREA OF STUDY

	%	N
Geographic Location	1.4	6
Job Availablity	10.4	44
Salary Expectations	9.8	42
Prestige	2.3	10
Nature of the Work	62.0	266
Other	14.2	61
	100.0	429

W. HOW GRADUATE PRIMARILY LEARNED OF CAREER OPPORTUNITIES PRIOR TO CHOOSING A CAREER OR AREA OF STUDY

	%	N
Work study	1.7	7
Special career days	4.5	19
Career Days	9.7	41
Military recruiters	2.1	9
Vo/Tech recruiters	1.9	8
College recruiters	2.8	12
Guidance Counselors	22.9	97
Parents	14.2	60
Teachers	14.6	62
Other	25.7	109
	100.0	424

X. TYPE OF COUNSELING MOST RECEIVED FROM GUIDANCE COUNSELORS IN HIGH SCHOOL

	%	N
Planned group meetings	5.8	22
Planned individual meetings	9.8	42
Personal counseling	11.9	51
Academic counseling	8.4	36
College counseling	14.9	64
Occupational counseling	8.9	38
Counselor but received no counseling	33.8	145
No counselor/no counseling	54.0	23
Other	1.2	
	100.0	429

Y. DID GRADUATE FEEL CAREER CHOICES WERE LIMITED

	%	N
Very limited	6.8	29
Limited	33.8	143
Unlimited	59.5	253
	99.9	425

Z. WHY GRADUATE FELT CAREER CHOICES WERE LIMITED

	%	N
H.S. grades too low	1.3	5
Inadequate H.S. preparation	8.8	35
Little vocational training	4.8	19
Family Responsibility	3.3	13
Financial Reasons	17.3	69
Not limited	64.3	256
	99.8	398

AA. AREA IN WHICH GRADUATE WAS LEAST PREPARED FOR H.S. TO COLLEGE TRANSITION

	%	N
English	14.8	63
Mathematics	21.4	91
Speech	12.0	51
Science	13.4	57
Social Science	6.1	26
Other	11.5	49
Not applicable	20.7	88
	100.0	426

BB. FACTORS NEGATIVELY AFFECTING TRANSITION FROM HIGH SCHOOL TO COLLEGE

	%	N
Study skills	29.9	128
Social skills	7.7	33
Communication skills	9.3	40
Time management skills	12.9	55
Motivators	7.5	32
Not applicable	32.5	139
	99.8	428

CC. COMPARISON OF GRADUATE'S HIGH SCHOOL GRADES WITH COLLEGE GRADES

	%	N
About the same	45.1	162
Lower college grades	41.5	149
Higher college grades	13.5	48
	100.1	359

DD. DOES GRADUATE FEEL A RURAL HIGH SCHOOL GRADUATE CAN BE SUCCESSFUL IF HE OR SHE STAYS IN THE HOME COMMUNITY AFTER GRADUATION

	%	N
Yes, he or she can be successful	71.9	304
No, he or she cannot be considered successful	28.1	119
	100.0	423

EE. DOES GRADUATE FEEL A RURAL HIGH SCHOOL GRADUATE CAN BE CONSIDERED SUCCESFUL IF HE OR SHE RETURNS TO THE HOME COMMUNITY AFTER COLLEGE OR OTHER TRAINING

	%	N
Yes	87.7	372
No	12.3	52
	100.0	424

FF. WOULD GRADUATE LIKE TO RETURN TO HOME COMMUNITY IF THERE WERE A DEMAND FOR A JOB UTILIZING CAREER CHOICE.

	%	N
No, never would	24.1	103
Yes, sometime in the future	44.2	189
Yes, would go now	12.6	54
Already in the community	19.2	82
	100.1	428

GG. JOB LOCATION MOST IMPORTANT TO GRADUATE

	%	N
Good job anywhere	58.6	248
Job near home community	22.0	93
Job in or near a bigger city	13.9	59
Job on a farm	5.4	23
	99.9	423

HH. ASPECT OF JOB GRADUATE FEELS IS MOST IMPORTANT

	%	N
Level of salary	9.9	42
Prestige of job	2.6	11
Job satisfaction	84.5	359
Location of job	1.4	6
	98.4	425

Table 2 of Set C presents graduate information/responses broken down by state. Patterns/trends and/or exceptions considered to be of relative importance are:

- compared to senior respondents (see Table 1 of Set C), the graduates in this sample were generally better students
- education and one of several areas in business dominate graduates' chosen area of study, a fact generally common across all states
- nature of work continues to be of primary importance in choosing a career, regardless of state residence
- with the exception of ND, math is the area in which graduates felt least prepared (In ND, science was identified as the primary area of poorest preparation for transition from high school to college.)
- response patterns are very consistent across states

TABLE 2
GRADUATE/STATE

A. SIZE OF HIGH SCHOOL GRADUATING CLASS WITHIN EACH RESPONDENT STATE

	N	KS	NB	SD	ND	MO	CO	WY
1-10 grads	29	4.1	10.0	6.6	11.5	0	9.7	0
11-15	67	9.8	27.0	14.9	21.2	20.0	6.5	0
16-20	64	10.7	22.0	12.4	19.2	12.0	12.9	25.0
21-25	61	16.4	7.1	15.7	17.3	8.0	19.4	0
26-35	85	23.8	14.3	20.7	15.4	20.0	25.8	0
36-50	43	7.4	4.3	11.6	5.8	28.0	12.9	25.0
51-75	42	12.3	8.6	7.4	9.6	4.0	9.7	25.0
76-100	28	7.4	5.7	7.4	0	8.0	3.2	25.0
101 or more	14	8.2	0	3.3	0	0	0	0
TOTAL	433							

B. YEAR IN WHICH STUDENT GRADUATED FROM HIGH SCHOOL WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
1981	134	29.2	33.8	38.8	27.5	20.8	22.6	33.3
1983	141	31.7	33.8	33.6	31.4	33.3	41.9	25.0
1985	150	39.2	32.4	27.6	41.2	45.8	35.5	41.7
	425							

C. DISTRICT ENROLLMENT (7-12) BY STATE

	N	KS	NB	SD	ND	MO	CO	WY
0-50	108	18.5	38.9	19.4	14.8	2.8	2.8	2.8
51-100	126	27.0	8.7	35.7	15.1	6.3	4.8	2.4
101-200	149	25.5	11.4	30.9	11.4	4.7	12.1	4.0
201-300	21	57.1	4.8	0	0	19.0	19.0	0
301-400	20	55.0	0	30.0	0	15.0	0	0
401-500	12	66.7	0	33.3	0	0	0	0
	436							

D. GRADE GRADUATE RECEIVED MOST FOR HIGH SCHOOL CLASSES WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
A	137	38.8	29.6	25.6	35.3	32.0	29.0	25.0
A- or B+	138	22.3	31.0	36.4	35.3	44.0	38.7	33.3
B	69	19.0	19.7	16.5	9.8	8.0	12.9	8.3
B- or C+	60	13.2	16.9	10.7	13.7	12.0	16.1	33.3
C	21	3.3	2.8	8.3	5.9	4.0	3.2	0
C- or D+	7	3.3	0	2.5	0	0	0	0
	432							

E. SEX OF GRADUATE WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
Male	160	36.7	32.9	40.5	35.3	28.0	46.7	41.7
Female	268	63.3	67.1	58.7	64.7	72.0	53.3	58.3
	428							

F. MARITAL STATUS OF GRADUATE WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
Not married	319	68.9	76.5	66.1	94.1	84.0	83.3	91.7
Married	107	31.1	23.5	33.9	5.9	16.0	16.7	8.3
	426							

G. OCCUPATION OF GRADUATE'S FATHER WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
Farming	167	27.8	52.2	43.7	46.2	29.2	38.7	36.4
Homemaking	7	2.6	5.8	0	0	0	0	0
Blue Collar	98	27.0	11.6	21.8	28.8	20.8	35.5	18.2
White Collar	25	9.6	2.9	5.0	0	16.7	6.5	0
Management Or Profess.	2	0	1.4	.8	0	0	0	0
Military	78	20.9	14.5	19.3	15.4	12.5	16.1	45.5
Deceased	1	.9	0	0	0	0	0	0
Retired	23	3.5	8.7	3.4	9.6	12.4	3.2	0
Unemployed	20	7.8	2.9	5.9	0	8.3	0	0
	421							

H. OCCUPATION OF GRADUATE'S MOTHER WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
Farming	15	.8	4.2	6.6	0	0	6.5	8.3
Homemaking	170	41.7	31.0	43.0	48.1	32.0	22.6	50.0
Blue Collar	53	12.5	21.1	9.9	13.5	4.0	6.5	8.3
White Collar	104	25.8	28.2	16.5	21.2	44.0	32.3	8.3
Management or Prof.	68	15.0	12.7	18.2	15.4	8.0	19.4	25.0
Military	2	0	1.4	0	1.9	0	0	0
Deceased	7	1.7	0	.8	0	0	12.9	0
Retired	7	.8	1.4	2.5	0	8.0	0	0
Unemployed	6	1.7	0	2.5	0	4.0	0	0
	432							

I. GRADUATE'S FATHERS HIGHEST LEVEL OF EDUCATION RECEIVED WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
Less than High School	49	10.8	11.4	10.7	11.8	12.5	19.4	0
High School Graduate	181	40.8	45.7	40.5	41.2	45.8	38.7	58.3
Some College	73	15.8	20.0	14.9	23.5	20.8	9.7	16.7
Two Years College	35	6.7	8.6	9.1	11.8	8.3	3.2	8.3
Four Years College	19	5.0	4.3	4.1	3.9	4.2	6.5	0
Bachelors Degree + more	33	10.0	5.7	8.3	3.9	4.2	6.5	16.7
Masters degree	7	1.7	1.4	14.3	0	4.2	6.5	0
Doctorate	0	0	0	0	0	0	0	0
Technical Training	32	9.2	2.9	11.6	3.9	0	9.7	0
	429							

J. GRADUATE'S MOTHER'S HIGHEST LEVEL OF EDUCATION RECEIVED WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
Less than high school	49	10.8	11.4	10.7	11.8	12.5	19.4	0.0
High shool graduate	181	40.8	45.7	40.5	41.2	45.8	38.7	58.3
Some college	73	15.8	20.0	14.9	23.5	20.8	9.7	16.7
Two years college	35	6.7	8.6	9.1	11.8	8.3	3.2	8.3
Four years college	19	5.0	4.3	4.1	3.9	4.2	6.5	0.0
Bachelors + additional	33	10.0	5.7	8.3	3.9	4.2	6.5	16.7
Masters	7	1.7	1.4	.8	0.0	4.2	6.5	0.0
Doctorate	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Technical training	32	9.2	2.9	11.6	3.9	0.0	9.7	0.0
	429							

K. RESIDENCE OF GRADUATE'S PARENTS WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
In a town	190	50.4	45.7	45.5	45.1	28.0	34.5	25.5
In the country	237	49.4	54.3	54.5	54.9	72.0	65.5	75.0

L. GRADUATE'S RESIDENCE WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
With Parents	179	44.3	48.6	23.5	55.8	56.0	43.3	58.3
Separate from Parents but in same area	88	17.2	17.1	27.7	13.5	28.0	23.3	8.3
Diff. area from Parents	163	38.5	43.3	48.7	30.8	16.0	33.3	33.3

M. COLLEGE OR OTHER TRAINING RECEIVED BY GRADUATE WITHIN EACH STATE (INCLUDES ONLY EDUCATIONAL PURSUITS)

1981	N	KS	NB	SD	ND	MO	CO	WY
Four Year College	76	55.6	56.0	58.1	46.7	66.7	57.1	50.0
Two Year College	22	19.4	16.0	7.0	13.3	33.3	42.9	25.0
Vo/Tech School	20	16.7	20.0	16.3	13.3	0	0	0
Proprietary	0							
Other	18	8.3	8.0	18.6	26.7	0	0	25.0
	136							

1983	N	KS	NB	SD	ND	MO	CO	WY
Four Year College	151	75.0	64.9	75.9	85.0	90.0	84.6	66.7
Two Year College	25	17.9	13.5	5.2	15.0	10.0	15.4	16.7
Vo/Tech School	18	5.4	16.2	15.5	0	0	0	0
Proprietary School	0							
Other	6	1.8	5.4	3.4				
	200							

1985	N	KS	NB	SD	ND	NO	CO	WY
Four Year College	194	70.1	78.0	77.4	81.8	88.9	60.0	50.0
Two Year College	35	16.9	12.2	8.1	6.1	11.1	20.0	40.0
Vo/Tech	22	10.4	9.8	8.1	6.1	0	15.0	0
Proprietary	2	1.3	0	1.6	0	0	0	0
Other	8	1.3	0	4.8	6.1	0	5.0	10.0
	261							

N. GRADUATE'S OCCUPATION WITHIN EACH STATE

1981	N	KS	NB	SD	ND	MO	CO	WY
Farming	6	0	0	26.7	28.6	0	0	0
Homemaking	7	16.7	50.0	20.0	0	0	0	0
Blue Collar	9	33.3	25.0	20.0	0	0	0	0
White Collar	9	33.3	0	13.3	28.6	0	0	100.0
Management or Prof.	2	0	0	6.7	0	100.0	0	0
Military	6	8.3	0	13.3	28.6	0	25.0	0
Other	5	8.3	25.0	0	14.3	0	50.0	0
	44							

1983	N	KS	NB	SD	ND	MO	CO	WY
Farming	12	0	7.7	20.7	27.3	33.3	10.0	0
Homemaking	13	22.7	15.4	17.2	0	0	10.0	0
Blue Collar	19	31.8	15.4	13.8	27.3	33.3	20.0	0
White Collar	19	22.7	15.4	17.2	27.3	0	30.0	100.0
Management of Prof.	13	4.5	30.8	17.2	18.2	33.3	0	0
Military	2	0	0	6.9	0	0	0	0
Other	11	18.2	15.4	6.9	0	0	30.0	0
	89							

1985	N	KS	NB	SD	ND	MO	CO	WY
Farming	19	4.1	3.3	13.1	15.0	14.3	18.8	33.3
Homemaking	16	10.2	6.7	9.8	0	14.3	12.5	0
Blue Collar	37	18.4	23.3	18.0	25.0	28.6	18.8	0
White Collar	45	8.6	30.0	19.7	20.0	14.3	25.5	33.3
Management or Prof.	40	22.4	26.7	23.0	25.0	14.3	0	33.3
Military	8	0	0	8.2	5.0	14.3	6.3	0
Other	21	16.3	10.0	8.2	10.0	0	18.8	0
	186							

O. DISTANCE GRADUATE WAS FROM HOMETOWN WITHIN EACH STATE

1981	N	KS	NB	SD	ND	MO	CO	WY
In hometown area	47	28.6	27.3	34.5	17.6	16.7	18.2	0
Up to 25 miles	15	11.9	0	6.9	17.6	16.7	9.1	25.0
26-50 miles	27	21.4	15.2	6.9	29.4	33.3	18.2	0
51-100 miles	34	19.0	30.3	19.0	17.6	0	18.2	0
101 or more miles	48	19.0	27.3	32.8	17.6	33.3	36.4	75.0
	171							

1983	N	KS	NB	SD	ND	MO	CO	WY
In hometown area	65	17.9	24.5	28.9	19.4	28.6	14.3	0
Up to 25 miles	32	14.1	6.1	7.8	9.7	21.4	14.3	33.3
26-50 miles	35	14.1	22.4	4.4	22.6	0	9.5	0
51-100 miles	51	20.5	20.4	14.4	19.4	14.3	19.0	0
101 or more miles	106	33.3	26.5	44.4	29.0	35.7	42.9	66.7
	289							

1985	N	KS	NB	SD	ND	MO	CO	WY
In hometown area	91	20.7	22.9	22.9	25.0	12.5	19.4	8.3
Up to 25 miles	43	12.4	8.6	9.3	7.7	20.8	3.2	8.3
26-50 miles	54	9.9	18.6	9.3	19.2	16.7	12.9	0
51-100 miles	76	23.1	18.6	10.2	17.3	25.0	25.8	0
101 or more miles	164	33.9	31.4	48.3	30.8	25.0	38.7	83.3
	428							

P. GRADUATE'S CHOSEN AREA OF STUDY WITHIN EACH STATE (INCLUDES ONLY THOSE AREAS OF STUDY WHICH TOTAL OVER 1%

	N	KS	NB	SD	ND	MO	CO	WY
Accounting	26	4.1	6.0	4.4	11.8	12.0	10.0	0
Aerospace	6	0	3.0	.9	3.9	0	3.3	0
Agricultural Economics	7	0	4.5	.9	2.0	0	3.3	8.3
Agriculture	5	.8	1.5	1.8	0	0	3.3	0
Animal Science	4	0	1.5	1.8	0	0	0	8.3
Auto Mechanics	5	.8	0	.9	2.0	4.0	0	8.3
Business	40	11.5	7.5	11.4	3.9	16.0	3.3	8.3
Chemistry	4	.8	0	.9	2.0	4.0	0	0
Computer Science	8	5.7	1.5	0	0	0	0	0
Data Processing	5	.8	1.5	.9	2.0	4.0	0	0
Dietetics/Rest. Management	4	1.6	1.5	.9	0	0	0	0
Education	56	18.0	16.4	9.6	9.8	8.0	13.3	8.3
Electrical Engineering	6	.8	0	1.8	2.0	0	3.3	8.3
Engineering	6	2.5	0	1.8	2.0	0	0	0
Journalism	8	2.5	4.5	.9	0	0	3.3	0
Management Training	6	.8	4.5	0	2.0	0	3.3	0
Marketing	7	1.6	0	1.8	0	4.0	6.7	0
Mathematics	4	0	1.5	2.6	0	0	0	0
Mechanical Engineering	4	0	1.5	1.8	2.0	0	0	0
Medicine	4	2.5	0	0	0	4.0	0	0
Music	7	1.6	1.5	3.5	0	0	0	0
Nursing	12	1.6	6.0	4.0	2.0	0	0	0
Physical Therapy	4	2.5	0	0	0	0	0	8.3
Secretarial	16	3.3	3.0	6.1	2.0	0	6.7	0
Other vocational training	10	1.6	1.5	4.4	2.0	0	3.3	0
Other	37	7.4	6.0	7.0	19.6	8.0	6.7	16.7
Not/applicable	42	10.7	3.0	11.4	11.8	4.0	20.0	8.3
	421							

Q. MOST INFLUENTIAL REASON FOR CAREER CHOICE OR CHOSEN AREA OF STUDY WITHIN STATE

	N	KS	NB	SD	ND	MO	CO	WY
Geographic location	6	.8	0	2.5	3.9	0	0	0
Job availability	44	7.4	15.7	11.6	5.9	16.7	6.7	8.3
Salary Expectations	42	14.0	12.9	5.8	7.8	8.3	6.7	8.3
Prestige	10	2.5	1.4	2.5	3.9	4.2	0	0
Nature of the work	266	57.9	62.9	62.0	62.7	66.7	66.7	75.0
Other	61	17.4	7.1	15.7	15.7	4.2	20.0	8.3
	429							

R. PRIMARY WAY IN WHICH GRADUATE LEARNED OF CAREER OPPORTUNITIES WITHIN STATE

	N	KS	NB	SD	ND	MO	CO	WY
Work study programs	7	.8	2.9	.8	2.0	0	6.7	0
Special Career Days	19	3.3	5.8	1.7	6.0	8.3	6.7	16.7
Career Days	41	8.3	7.2	15.1	8.0	4.2	10.0	0
Military Recruiters	9	.8	0	5.0	2.0	0	3.3	0
Vo/tech Recruiters	8	1.7	1.4	1.7	0	4.2	6.7	0
College Recruiters	12	1.7	1.4	5.0	2.0	4.2	3.3	0
Guidance Counselors	97	21.7	36.2	18.5	18.0	20.8	16.7	41.7
Parents	60	11.7	14.5	15.1	12.0	12.5	16.7	33.3
Teachers	62	19.2	8.7	14.3	14.0	25.0	10.0	0
Other	109	30.8	21.7	22.7	36.0	20.8	20.0	8.3
	424							

S. TYPE OF COUNSELING GRADUATE RECEIVED FROM HIGH SCHOOL GUIDANCE COUNSELOR WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
Planned group	25	5.0	0	9.2	7.8	8.0	3.2	8.3
Planned individual	42	14.9	5.8	6.7	9.8	12.0	9.7	8.3
Personal	51	12.4	13.0	13.3	3.9	12.0	16.1	8.3
Academic	36	10.7	10.1	4.2	0	20.0	16.1	8.3
College Counseling	64	13.2	21.7	12.5	11.8	16.0	16.1	25.0
Occupational	38	10.7	10.7	9.2	9.8	0	3.2	8.3
No Counseling received but school had counselor	145	31.4	34.8	40.8	33.3	20.0	25.8	33.3
No counselor	23	0	4.3	2.5	23.5	8.0	9.7	0
Other	5	1.7	0	1.7	0	4.0	0	0
	429							

T. EXTENT TO WHICH GRADUATE FELT CAREER CHOICES WERE LIMITED WITHIN STATE

	N	KS	NB	SD	ND	MO	CO	WY
Very limited	29	5.8	4.4	6.7	10.0	8.0	13.3	0
Limited	143	31.7	36.8	33.3	44.4	12.0	33.3	41.7
Unlimited	253	62.5	58.8	60.0	46.0	80.0	53.3	58.3
	425							

U. WHY GRADUATE FELT CAREER CHOICES AFTER HIGH SCHOOL WERE LIMITED WITHIN STATE

	N	KS	NB	SD	ND	MO	CO	WY
H.S. Grades Too Low	5	2.7	0	.9	0	0	0	8.3
Inadequate H.S. Prep.	35	4.5	8.1	7.0	21.3	8.3	17.9	0
Little Voc. Training	19	3.6	4.8	7.0	6.4	4.2	0	0
Family Responsibilities	13	3.6	1.6	4.4	2.1	0	7.1	0
Financial	69	18.0	22.6	14.0	17.0	12.5	14.3	33.3
Not Limited	256	67.6	62.9	65.8	53.2	75.0	60.7	58.3
	398							

V. ACADEMIC AREA IN WHICH GRADUATE WAS LEAST PREPARED WITHIN STATE

	N	KS	NB	SD	ND	MO	CO	WY
English	63	15.8	14.5	16.0	16.3	12.0	6.5	16.7
Mathematics	91	25.8	18.8	18.5	8.2	32.0	25.8	41.7
Speech	51	15.0	14.5	8.4	12.2	16.0	6.5	8.3
Science	57	10.8	7.2	16.8	28.6	8.0	6.5	8.3
Social Science	26	5.8	7.2	5.0	2.0	8.0	16.1	0
Other	49	8.3	21.7	9.2	10.2	12.0	12.9	8.3
Not applicable	88	18.3	15.9	26.1	22.4	12.0	25.8	16.7
	425							

W. FACTOR MOST NEGATIVELY AFFECTING GRADUATE'S TRANSITION FROM HIGH SCHOOL TO COLLEGE OR OTHER ADVANCED TRAINING WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
Study Skills	128	38.0	27.9	21.5	28.0	40.0	29.0	33.3
Social Skills	33	9.1	4.4	8.3	4.0	4.0	16.1	18.3
Communication Skills	40	9.1	16.2	7.4	10.0	12.0	3.2	0
Time Management	55	9.9	16.2	14.9	12.0	16.0	9.7	8.3
Motivation	32	8.3	10.3	8.3	2.0	8.0	3.2	8.3
Not applicable	145	25.6	25.0	38.8	44.0	20.0	38.7	41.7
	428							

X. COMPARISON OF GRADUATE'S COLLEGE GRADES WITH HIGH SCHOOL GRADES WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
Both about the same	162	46.2	40.6	50.0	45.2	50.0	34.8	30.0
Lower college grades	149	44.2	40.6	33.0	45.2	40.9	56.5	50.0
Higher college grades	48	19.6	18.8	17.0	9.5	9.1	8.7	20.0
	359							

Y. CAN A RURAL HIGH SCHOOL GRADUATE BE CONSIDERED SUCCESSFUL IF HE OR SHE STAYS IN THE RURAL COMMUNITY AFTER GRADUATION WITHIN STATE

	N	KS	NB	SD	ND	MO	CO	WY
Yes	304	70.0	67.2	77.1	68.6	72.0	76.7	66.7
No	119	30.0	32.8	22.9	31.4	28.0	23.3	33.3
	423							

Z. CAN A RURAL HIGH SCHOOL GRADUATE BE CONSIDERED SUCCESSFUL IF HE OR SHE RETURNS TO THE HOME COMMUNITY AFTER COLLEGE OR OTHER TRAINING WITHIN STATE

	N	KS	NB	SD	ND	MO	CO	WY
Yes	372	89.8	87.0	87.5	90.0	84.0	83.3	83.3
No	52	10.2	13.0	12.5	10.0	16.0	16.7	16.7
	424							

AA. IF THERE WERE A DEMAND IN THE HOME COMMUNITY FOR A JOB UTILIZING THE GRADUATE'S CAREER CHOICE, WOULD GRADUATE RETURN TO WORK WITHIN STATE

	N	KS	NB	SD	ND	MO	CO	WY
No, never would	103	20.8	31.9	25.0	21.6	20.0	25.8	16.7
Yes, sometime in future	189	47.5	43.5	40.0	47.1	48.0	38.7	50.0
Yes, would now	54	14.2	10.1	13.3	7.8	16.0	12.9	16.7
Already work there	82	17.5	14.5	21.7	23.5	16.0	22.6	16.7
	428							

BB. MOST IMPORTANT ASPECT OF JOB LOCATION WITHIN STATE

	N	KS	NB	SD	ND	MO	CO	WY
A good job, any location	248	54.2	58.8	57.5	59.2	79.2	58.1	72.7
A job near home community	93	26.7	19.1	22.5	22.4	12.5	19.4	9.1
A job in or near bigger city	59	15.0	19.1	13.3	14.3	4.2	12.9	0
A job on a farm	23	4.2	2.9	6.7	4.1	4.2	9.7	18.2
	423							

CC. ASPECT OF JOB MOST IMPORTANT TO GRADUATE WITHIN EACH STATE

	N	KS	NB	SD	ND	MO	CO	WY
Level of salary	42	6.7	10.1	10.9	13.7	16.0	10.0	0
Prestige of job	11	4.2	7.2	.8	0	0	0	0
Job satisfaction	359	85.7	4.3	1.7	0	84.0	86.7	100.0
Location of Job	6	2.5	78.3	84.0	86.3	0	0	0
	418							

Table 3 of Set C includes selected graduate data categorized by sex of respondents. Conclusions of interest and/or importance are:

- of the respondents, 71.1% of the males reported grades of B or better compared to 84.6% of the females
- a higher percentage of females 62.9% vs. males 37.1% were in a four-year college in 1985, reflective of the higher percentage of female respondents (62.6% female and 37.4% male)
- within each male and female variable, an almost equal percentage was engaged in each academic pursuit (For example, 56.3% males vs. 57.1% females were in a four-year college in 1981; in 1983, the percentages were still almost equal, 75.0% male and 76.4% female.)
- occupations show a higher percentage of males into farming, females into homemaking, males into blue collar, females into white collar, females into management or professional and males into military
- males cite English (22.7%) and math (21.4%) as the areas in which they are least prepared for transition from high school to college, while females cite math (21.1%) and science (16.6%)

TABLE 3
GRADUATE WITHIN SEX

A. GRADE MOST RECEIVED FOR HIGH SCHOOL CLASSES WITHIN SEX VARIABLE AND BY SEX VARIABLE

	Male	Female	N	Male	Female	N
A	26.4	35.2	136	30.9	69.1	136
A- or B+	25.8	34.8	134	30.6	69.4	134
B	18.9	14.6	69	43.5	56.5	69
B- or C+	18.2	11.2	60	48.3	50.0	60
C	7.5	3.4	21	57.1	42.9	21
C- or D+	3.1	.7	7	71.4	28.6	7
D			0			0
D- or F			0			0
			427			427

B. ACADEMIC PURSUIT IN 1981 WITHIN MALE-FEMALE VARIABLE

Four year college	56.3	57.1	75	36.0	64.0	75
Two year college	12.5	17.9	21	28.6	71.4	21
Vo/tech school	14.6	13.1	18	38.9	61.1	18
Proprietary			0			0
Other	16.7	11.9	18	44.4	55.6	18
			132			132

C. ACADEMIC PURSUIT IN 1983 WITHIN MALE-FEMALE VARIABLE

Four year college	75.0	76.4	148	36.5	63.5	148
Two year college	11.1	12.2	23	34.8	65.2	23
Vo-tech	11.1	8.1	18	44.4	55.6	18
Proprietary	0	0	0	0	0	0
Other	2.8	3.3	6	33.3	66.7	6
			195			195

D. ACADEMIC PURSUIT IN 1985 WITHIN MALE-FEMALE VARIABLE

Four year college	71.3	78.2	194	37.1	62.9	194
Two year college	11.9	13.5	33	36.4	63.6	33
Vo/tech school	10.9	6.4	21	52.4	47.6	21
Proprietary	0	.6	1	0	.6	1
Other training	5.9	1.3	8	75.0	25.0	8
			257			257

E. OCCUPATION IN 1981, 1983 and 1985 (excluding those in educational pursuits) WITHIN MALE-FEMALE VARIABLE

	1981			1983			1985		
	M	F	N	M	F	N	M	F	N
Farming	31.6	0	6	34.3	0	12	26.2	1.7	19
Homemaking	0	23.8	5	2.9	16.0	9	1.5	10.4	13
Blue collar	15.8	19.0	7	34.3	14.0	19	29.2	13.9	35
White Collar	10.5	33.3	9	2.9	36.0	19	10.8	32.2	45
Management or prof.	5.3	4.8	2	8.6	20.0	13	10.8	28.7	40
Military	21.1	9.5	6	5.7	0	2	10.8	.9	8
Other	15.8	9.5	5	11.4	14.0	11	10.8	12.2	21
			40			85			181

F. DISTANCE FROM HOMETOWN IN 1981, 1983 AND 1985 WITHIN MALE-FEMALE VARIABLE

	1981		1983		1985	
	M	F	M	F	M	F
In hometown area	36.4	21.8	32.7	16.7	23.4	19.3
Up to 25 miles	7.6	9.9	9.1	12.1	9.5	9.5
26-50 miles	15.2	14.9	14.5	9.8	14.6	11.7
51-100 miles	16.7	21.8	10.9	22.4	13.9	20.5
101 or more	24.2	31.7	21.7	39.1	38.6	39.0

G. AREA IN WHICH GRADUATE FELT LEAST PREPARED FOR TRANSITION FROM HIGH SCHOOL TO COLLEGE ACADEMICS

	M	F	N
English	22.7	10.6	63
Mathematics	21.4	21.1	89
Speech	13.0	11.3	50
Science	7.8	16.6	56
Social science	3.9	7.2	25
Other	13.0	10.9	49
Not applicable	18.2	22.3	88
			320

H. FACTOR MOST NEGATIVELY AFFECTING GRADUATE'S TRANSITION FROM HIGH SCHOOL TO COLLEGE WITHIN MALE-FEMALE VARIABLE

	M	F	N
Lack of study skills	30.1	30.5	128
Lack of social skills	9.6	6.4	32
Lack of communication skills	11.5	7.5	38
Lack of time management	13.5	12.8	55
Lack of motivation	9.6	6.0	31
Not applicable	25.0	36.8	138
			422

Table 4 of Set C presents graduate data according to 7-12 district enrollment of respondents. Items of particular interest are:

- graduates from smaller schools tend to have parents who live in the country
- the type of post-secondary education of graduates does not seem to be related to size of school district
- education, as an area of study, tends to be chosen by a higher percentage of graduates from smaller schools
- regardless of size of school, about 2/3 of all graduates feel their career or educational choices are not limited
- speech and communication tend to be perceived as more of a problem in transition from high school to college among students in smaller schools
- regardless of school size, graduates express willingness to accept a good job where job satisfaction is achievable

TABLE 4
ENROLLMENT OF DISTRICT (7-12)/GRADUATE

A. GRADE GRADUATE MOST RECEIVED FOR HIGH SCHOOL CLASSES WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
A	137	34.0	28.0	30.4	38.1	25.0	66.7
A- or B+	138	33.0	32.0	33.8	9.5	40.0	25.0
B	69	12.3	18.4	16.2	14.3	25.0	8.3
B- or C+	60	17.9	12.0	13.5	23.8	5.0	0.0
C	21	2.8	7.2	4.1	9.5	5.0	0.0
C- or D+	7	0	2.24	2.0	4.8	0	0
	432						

B. YEAR IN WHICH RESPONDENT GRADUATED FROM HIGH SCHOOL BY ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
1981	134	24.6	27.6	35.1	4.5	5.2	3.0
1983	141	25.5	26.2	34.0	3.5	7.1	3.5
1985	150	23.3	33.3	34.7	5.3	2.0	1.3
	425						

C. SEX OF GRADUATE BY ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
Male	160	23.1	23.8	36.9	6.3	6.9	3.1
Female	268	25.7	31.7	32.8	3.7	3.4	2.6
	468						

D. WHERE GRADUATE'S PARENTS LIVE WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
In a town	190	37.7	45.6	41.4	70.0	57.9	66.7
In the country	237	62.3	54.4	58.6	30.0	42.1	33.3
	427						

E. WHERE GRADUATE LIVES WITHIN ENROLLMENT OF DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
With parents	179	40.0	48.8	37.8	38.1	45.0	27.3
Same area a parents	88	20.0	14.4	20.9	42.9	25.0	36.4
Different area from parents	163	40.0	36.8	41.2	19.0	30.0	36.4
	430						

F. ACADEMIC PURSUIT IN 1981 (EXCLUDES 1983 AND 1985 GRADUATES) WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
Four year college	76	53.1	47.2	60.4	57.1	62.5	80.0
Two year college	22	18.8	13.9	16.7	28.6	12.5	0
Vo/tech schools	20	18.8	16.7	10.4	14.3	25.0	0
Proprietary	0	0	0	0	0	0	0
Other	18	9.4	22.2	12.5	0	0	20.0
	136						

G. ACADEMIC PURSUIT IN 1983 (EXCLUDES 1985 GRADUATES) WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
Four year college	151	67.3	74.1	81.8	57.1	78.6	100.0
Two year college	25	19.2	13.0	9.1	28.6	0	0
Vo/tech school	18	11.5	9.3	7.6	0	14.3	0
Proprietary	0	0	0	0	0	0	0
Other	6	1.9	3.7	1.5	14.3	7.1	0
	200						

H. ACADEMIC PURSUIT IN 1985 WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
Four year college	194	66.1	77.3	78.7	66.7	63.6	85.7
Two year college	35	21.0	17.3	5.3	16.7	18.2	0
Vo/tech school	22	12.9	2.7	10.6	8.3	9.1	0
Proprietary	2	0	1.3	1.1	0	0	0
Other	8	0	1.3	4.3	8.3	9.1	14.3
	261						

I. OCCUPATION IN 1981 IF NOT IN EDUCATIONAL PURSUIT WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
Farming	6	8.3	20.0	16.7	0	0	0
Homemaking	7	33.3	0	11.1	50.0	0	0
Blue Collar	9	16.7	20.0	22.2	0	0	0
White collar	9	8.3	40.0	16.7	0	0	0
Management or pro.	2	8.3	0	5.6	0	0	0
Military	6	16.7	0	22.2	0	0	0
Other	5	8.3	20.0	5.6	50.0	0	0
	44						

J. OCCUPATION IN 1983 IF NOT IN ACADEMIC PURSUIT

	N	0-50	51-100	101-200	201-300	301-400	401-500
Farming	12	10.0	9.5	22.2	0	0	0
Homemaking	13	30.0	4.8	11.1	16.7	33.3	0
Blue collar	19	20.0	23.8	16.7	33.3	33.3	33.3
White collar	19	5.0	33.3	22.2	0	33.3	66.7
Management of Pro.	13	20.0	19.0	13.9	0	0	0
Military	2	5.0	4.8	0	0	0	0
Other	11	10.0	4.8	13.9	50.0	0	0
	89						

K. OCCUPATION IN 1985 IF NOT IN ACADEMIC PURSUIT

	N	0-50	51-100	101-200	201-300	301-400	401-500
Farming	19	8.5	8.0	15.9	0	0	16.7
Homemaking	16	12.8	2.0	7.9	20.0	20.0	0
Blue collar	37	21.3	18.0	17.5	30.0	30.0	16.7
White collar	45	25.5	28.0	23.8	10.0	10.0	33.3
Management or pro.	40	19.1	24.0	19.0	20.0	30.0	33.3
Military	8	2.1	6.0	6.3	0	0	0
Other	21	10.6	14.0	9.5	20.0	10.0	0
	186						

L. IN 1981, IN GRADUATE'S OCCUPATION, EDUCATION OR POST HIGH SCHOOL, DISTANCE FROM HOMETOWN WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
In hometown area	47	25.6	36.7	24.6	0	20.0	40.0
Up to 25 miles	15	10.3	6.1	8.2	14.3	10.0	20.0
26-50 miles	27	23.1	14.3	11.5	28.6	20.0	0
51-100 miles	34	15.4	20.4	23.0	28.6	20.0	0
101 or more miles	48	25.6	22.4	32.8	28.6	30.0	40.0
	171						

M. IN 1983, IN GRADUATE'S OCCUPATION, EDUCATION OR POST HIGH SCHOOL, DISTANCE FROM HOMETOWN WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
In hometown area	65	24.3	15.4	25.7	30.8	17.6	30.0
Up to 25 miles	32	8.6	16.7	7.9	15.4	5.9	20.0
26-50 miles	35	18.6	12.8	8.9	7.7	5.9	10.0
51-100 miles	51	18.6.	23.1	13.9	7.7	29.4	0
101 or more	106	30.0	32.1	43.6	38.5	41.2	40.0
	289						

N. IN 1985, IN GRADUATE'S OCCUPATION, EDUCATION OR POST HIGH SCHOOL, DISTANCE FROM HOMETOWN WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
In hometown area	91	21.9	19.5	18.9	28.6	21.1	50.0
Up to 25 miles	43	8.6	8.9	11.5	9.5	10.5	16.7
26-50 miles	54	18.1	14.6	8.8	9.5	10.5	0
51-100 miles	76	17.1	18.7	19.6	9.5	21.1	0
101 or more	164	34.3	38.2	41.2	42.9	36.8	33.3
	428						

O. GRADUATE'S AREA OF STUDY WITHIN ENROLLMENT OF THE DISTRICT (INCLUDED ARE AREAS OF STUDY TOTALING OVER 1%)

	N	0-50	51-100	101-200	201-300	301-400	401-500
Accounting	26	6.9	6.0	7.5	10.0	0	0
Aerospace	6	2.0	.8	2.1	0	0	0
Agricultural Econ.	7	3.9	1.7	.7	0	0	0
Agriculture	5	1.0	.8	2.1	0	0	0
Animal Science	4	1.0	1.7	.7	0	0	0
Auto mechanics	5	1.0	1.7	.7	0	5.0	0
Business	40	2.9	11.6	8.9	25.0	10.0	25.0
Chemistry	4	0	.8	2.1	0	0	0
Computer science	8	3.9	0	1.4	0	5.0	8.3
Dietitics	4	1.7	.7	5.0	0	0	0
Education	56	17.6	11.6	14.4	5.0	5.0	8.3
Electrical engineer.	6	1.0	1.7	1.4	0	5.0	0
Engineering	6	1.0	2.5	.7	0	5.0	0
Journalism	8	2.0	2.5	1.4	0	5.0	0
Management train.	6	2.9	1.7	0	0	5.0	0
Marketing	7	1.0	1.7	1.4	5.0	5.0	0
Mathematics	4	0	1.7	1.4	0	0	0
Mechanical engineer	4	1.0	.8	1.4	0	0	0
Medicine	4	0	0	.7	5.0	5.0	5.0
Music	7	2.9	.8	2.1	0	0	0
Nursing	12	1.0	3.3	3.4	5.0	0	8.3
Physical therapy	4	0	1.7	1.4	0	0	0
Secretarial	16	3.9	6.6	2.1	0	0	8.3
Vocational	10	0	2.5	4.1	0	5.0	0
Other	42	13.7	9.9	5.5	5.0	5.0	16.7
	301						

P. MOST INFLUENTIAL REASON FOR CAREER CHOICE OR AREA OF STUDY WITHIN ENROLLMENT OF DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
Geographic location	6	1.9	.8	1.4	4.8	0	0
Job avilability	44	15.1	8.2	8.1	9.5	15.0	8.3
Salary expected	42	8.5	8.2	12.2	19.0	0	8.3
Prestige	10	.9	1.6	3.4	0	10.0	0
Nature of the work	61	13.2	13.9	12.8	14.3	25.0	25.0
	163						

Q. REASON GRADUATE FELT CAREER OR EDUCATIONAL CHOICES WERE LIMITED AFTER HIGH SCHOOL WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
HS grades to low	5	0.0	.9	2.2	5.3	0	0
Inadequate HS prep	35	10.5	8.7	8.6	10.5	5.3	0
Little voc. training	19	7.4	5.2	2.9	5.3	5.3	0
Family respon.	13	3.2	1.7	5.0	0	5.3	0
Financial	69	17.9	18.3	15.8	10.5	10.5	45.5
Not limited	256	61.1	64.3	65.5	68.4	73.7	54.5
	397						

R. ACADEMIC AREA IN WHICH GRADUATE FELT LEAST PREPARED FOR TRANSITION FROM HIGH SCHOOL TO COLLEGE WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
English	63	20.2	10.5	14.5	15.0	10.0	25.0
Mathematics	91	19.2	16.1	24.8	45.0	30.0	0
Speech	51	13.5	16.9	8.3	10.0	10.0	0
Science	57	6.7	19.4	12.4	5.0	15.0	33.0
Social science	26	7.7	8.1	3.4	5.0	10.0	0
Other	49	18.3	9.7	9.7	10.0	5.0	8.3
Not applicable	88	14.4	19.4	26.7	10.0	20.0	33.3
	419						

S. FACTOR MOST NEGAITVELY AFFECTING GRADUATE'S TRANSITION FROM HIGH SCHOOL TO COLLEGE OR OTHER ADVANCED TRAINING WITHIN ENROLLMENT OF THE DSTRICT

	N	0-50	55-100	101-200	201-300	301-400	401-500
Study skills	128	23.3	30.6	32.4	38.1	45.0	8.3
Social skills	33	7.8	8.1	6.8	14.3	10.0	0
Communication	40	17.5	8.1	5.4	9.5	10.0	0
Time management	55	11.7	13.7	14.2	0	15.0	16.7
Motivation	32	9.7	6.5	6.8	4.8	5.0	16.7
Not applicable	139	30.1	33.1	33.8	33.3	15.0	58.3
	427						

T. COMPARISON OF GRADUATE'S COLLEGE GRADES WITH HIGH SCHOOL GRADES WITHIN ENROLLMENT OF DISTRICT

	N	0-50	55-100	101-200	201-300	301-400	401-500
Both about same	162	44.1	44.7	44.2	58.8	31.3	70.0
Lower college	149	41.9	42.7	40.8	35.3	50.0	30.0
Higher college	48	14.0	12.6	15.0	5.9	18.0	0
	359						

U. JOB LOCATION MOST IMPORTANT TO GRADUATE WITHIN ENROLLMENT OF THE DISTRICT

	N	0-50	51-100	101-200	201-300	301-400	401-500
Good job anywhere	248	55.8	57.0	58.6	76.2	50.0	83.3
Job near home community	93	26.0	20.7	22.1	14.3	25.0	8.3
Job in big city	59	14.4	15.7	11.7	9.5	25.0	8.3
Job on a farm	23	3.8	6.6	7.6	0	0	0
	423						

V. ASPECT OF JOB MOST IMPORTANT TO GRADUATE WITHIN ENROLLMENT OF THE STATE

	N	0-50	51-100	101-200	201-300	301-400	401-500
Level of salary	42	12.5	9.8	8.2	19.0	5.3	0
Prestige of job	11	3.8	2.5	1.4	4.8	5.3	0
Job satisfaction	359	78.8	85.2	87.1	76.2	0	100.0
Location of job	6	1.0	1.6	2.0	0	89.5	0
	425						

Table 5 of Set C categorized selected graduate data by high school grade most often received by respondents. Findings of note are:

- females tend to receive the best grades
- students attend four-year colleges, two-year colleges and vo/tech schools in order of grades
- regardless of high school grades, graduates cite nature of work as most influential in choosing a career
- almost 1/3 or more report that they did not receive career counseling, even though a counselor was present
- graduates with grades of C+ to B- (28.1%) report math as the area in which they were least prepared for transition from high school to college
- regardless of high school grades, the lack of adequate study skills emerges as an area that negatively affects transition to college
- higher grades in college reportedly were received by the poor students who attended college
- graduates with lower high school grades tend to more desire a job near their home community, while the best students are willing to seek a good job anywhere
- graduates with lower grades tend to place more importance on level of salary than do graduates with higher grades

TABLE 5
(GRADUATE WITHIN GRADE MOST RECEIVED)

A. GRADUATING YEAR WITHIN GRADE MOST RECEIVED

	A	A- or B+	B	B- or C+	C	C- or D+	N
1981	37.5	25.4	30.3	33.9	33.3	28.6	134
1983	27.2	40.3	34.8	30.5	23.8	28.6	139
1985	35.3	34.3	34.8	35.6	42.9	42.9	150
							423
B. SEX WITHIN GRADE MOST RECEIVED IN HIGH SCHOOL							
Male	30.9	30.6	43.5	48.3	57.1	71.4	159
Female	69.1	69.4	56.5	50.0	42.9	28.6	267
							426
C. MARITAL STATUS WITHIN GRADE MOST RECEIVED IN HIGH SCHOOL							
Not married	73.5	82.1	70.1	66.7	71.4	85.7	318
Married	26.5	17.9	29.9	33.3	28.6	14.3	107
							425
D. EDUCATIONAL PURSUITS IN 1981 WITHIN GRADE MOST RECEIVED							
Four year college	72.0	64.8	31.8	44.4	14.3	0	76
Two year college	12.0	16.2	27.3	11.1	28.6	0	22
Vo/tech	6.0	13.5	13.6	27.8	28.6	100.0	20
Proprietary	0	0	0	0	0	0	0
Other	10.0	5.4	27.3	16.7	28.6	0	18
							136
E. EDUCATIONAL PURSUITS IN 1983 WITHIN GRADE MOST RECEIVED							
Four year college	88.6	80.0	53.8	59.1	25.0	50.0	151
Two year college	4.3	16.0	26.9	9.1	0	0	24
Vo/tech	4.3	2.7	15.4	22.7	75.0	50.0	18
Proprietary	0	0	0	0	0	0	0
Other	2.9	1.3	3.8	9.1	0	0	6
							199
F. EDUCATIONAL PURSUITS IN 1985 WITHIN GRADE MOST RECEIVED							
Four year college	85.1	75.3	70.3	48.1	37.5	100.0	193
Two year college	7.4	16.1	8.1	29.6	25.0	0	35
Vo/tech	4.3	6.5	13.5	22.2	12.5	0	22
Proprietary	0	2.2	0	0	0	0	2
Other	3.2	0	8.1	0	25.0	0	8
							260

G. OCCUPATION IN 1981 (EXCLUDING EDUCATIONAL PURSUITS) WITHIN EACH GRADE MOST OFTEN RECEIVED IN HIGH SCHOOL

	A	A- or B+	B	B- or C+	C	C- or D+	N
Farming	0	15.4	33.3	0	25.0	0	6
Homemaking	25.0	30.8	0	12.5	0	0	7
Blue collar	0	30.8	11.1	25.0	25.0	50.0	9
White collar	25.0	0	33.3	37.5	25.0	0	9
Management or pro.	12.5	7.7	0	0	0	0	2
Military	12.5	15.4	11.1	12.5	0	50.0	6
Other	25.0	0	11.1	12.5	25.0	0	5
							44

H. OCCUPATION IN 1983 (EXCLUDING EDUCATIONAL PURSUITS) WITHIN EACH GRADE MOST RECEIVED IN HIGH SCHOOL

Farming	0	20.8	16.7	5.6	12.5	20.0	11
Homemaking	20.0	33.3	0	5.6	12.5	0	13
Blue Collar	13.3	16.7	27.8	11.1	50.0	40.0	19
White Collar	40.0	4.2	27.8	33.3	12.5	0	19
Management or prof.	20.0	12.5	16.7	16.7	0	20.0	13
Military	0	4.2	0	5.6	0	0	2
Other	6.7	8.3	11.1	22.2	12.5	20.0	11
							88

I. OCCUPATION IN 1985 (EXCLUDING THOSE IN EDUCATIONAL PURSUITS) WITHIN EACH GRADE MOST RECEIVED IN HIGH SCHOOL

Farming	6.4	12.0	11.4	9.1	7.1	16.7	18
Homemaking	14.9	12.0	0	9.1	0	0	16
Blue Collar	6.4	22.0	25.7	18.2	42.9	33.3	37
White Collar	21.3	22.0	34.3	30.3	14.3	0	45
Management or pro.	42.6	20.0	11.4	15.2	7.1	0	40
Military	2.1	6.0	2.9	6.1	7.1	0	8
Other	6.4	6.0	14.3	12.1	21.4	50.0	21
							185

J. Area of study BY each grade most received in high school (includes only thos of over 1% of the entire group)

	A	A- or B+	B	B- or C+	C	C- or D+	N
Accounting	53.8	19.2	7.7	15.4	0	3.8	26
Aerospace		40.0		60.0			5
Agricultural Ed.	42.9	14.3	28.6	14.3			7
Agriculture	80.0		20.0				5
Animal Science	75.0		25.0				4
Auto mechanics		20.0		60.0	20.0		5
Business	25.0	55.0	10.0	5.0	5.0		40
Chemistry	75.0	25.0					4
Computer science	62.5	25.0	12.5				8
Data process.	60.0	20.0		20.0			5
Dietetics	50.0	50.0					4
Education	39.3	37.5	12.5	8.9	1.8		56
Electrical Eng.	66.7	33.3					6
Engineering	33.3	50.0		16.7			6
Journalism	37.5	25.0	25.0	12.5			8
Management train.		66.7		33.3			6
Marketing	28.6	57.1	14.3				7
Mathematics	75.0	25.0					4
Mechanical Engin.	25.0	50.0			25.0		4
Medicine	25.0	75.0					4
Music	28.6	42.9	14.3	14.3			7
Nursing	50.0	8.3	25.0	8.3		8.3	12
Physical therapy	25.0	25.0		50.0			4
Secretarial	37.5	18.8	18.8	18.8	6.3	1	16
Other vocational	10.0	50.0	20.0	0	10.0	10.0	10
Other	16.7	36.1	33.3	5.6	5.6	2.8	36
Not applicable	19.0	11.9	23.8	21.4	16.7	7.1	42
							339

K. MOST INFLUENCED CAREER CHOICE WITHIN GRADE MOST RECEIVED IN HIGH SCHOOL

	A	A- or B+	B	B- or C+	C	C- or D+	N
Geographics	2.2	.7	1.4	0	0	0	5
Job availability	10.3	11.8	13.0	8.5	0	0	44
Salary	8.1	8.8	11.6	11.9	10.0	14.3	41
Prestige	1.5	2.9	0	5.1	0	14.3	10
Nature of work	66.2	64.7	52.2	64.4	50.0	57.1	266
Other	11.8	11.0	21.7	10.2	40.0	14.3	61
							427

L. TYPE OF COUNSELING RECEIVED WITH GRADE MOST RECEIVED IN HIGH SCHOOL

Planned group	4.4	8.0	7.4	5.1	0	0	25
Planned Individual	12.6	8.8	8.8	8.5	9.5	0	42
Personal	9.6	17.5	7.4	8.5	9.5	28.6	51
Academic	13.3	8.0	7.4	3.4	0	0	36
College	14.8	18.2	10.3	20.3	0	0	64
Occupational	8.1	7.3	14.7	3.4	19.0	14.3	38
School had counselor, no counseling	32.6	24.8	38.2	39.0	47.6	57.1	144
No counselor, no counseling	1.5	7.3	2.9	10.2	9.5	0	22
Other	.7	0	2.9	1.7	4.8	0	5
							427

M. ACADEMIC AREA IN WHICH GRADUATE FELT LEAST PREPARED FOR HIGH SCHOOL TO COLLEGE TRANSITION WITHIN GRADE MOST RECEIVED IN HIGH SCHOOL CATEGORY

English	13.2	11.8	17.9	22.8	9.5	28.6	63
Mathematics	12.5	27.8	23.9	28.1	14.3	14.3	90
Speech	16.2	14.7	4.5	8.8	4.8	0	51
Science	16.9	14.7	14.9	3.5	4.8	14.3	57
Social science	8.1	4.4	4.5	8.8	4.8	o	26
Other	11.0	13.2	13.4	7.0	9.5	14.3	49
Not applicable	22.1	14.0	20.9	21.1	52.4	28.6	88
							424

N. FACTOR MOST NEGATIVELY AFFECTING TRANSITION FROM HIGH SCHOOL TO COLLEGE WITHIN EACH GRADE MOST RECEIVED IN HIGH SCHOOL CATEGORY

Study skills	26.1	30.7	32.4	28.8	38.1	57.1	128
Social skills	9.0	10.2	4.4	5.1	0	14.3	33
Communication	10.4	8.8	7.4	15.3	0	0	40
Time management	13.4	16.8	10.3	10.2	4.8	0	55
Motivation	2.2	8.0	11.8	10.2	19.0	0	32
Not applicable	38.8	24.8	33.8	30.5	38.1	28.6	137
							425

O. HIGH SCHOOL GRADES COMPARED WITH COLLEGE GRADES WITHIN EACH GRADE MOST RECEIVED IN HIGH SCHOOL

Both about same	59.5	41.5	30.8	35.7	30.8	50.0	162
Lower college grades	38.1	50.4	48.1	26.2	15.4	0	148
Higher college grades	2.4	8.1	21.2	38.1	53.8	50.0	48
							358

P. MOST IMPORTANT JOB LOCATION WITHIN EACH GRADE MOST RECEIVED IN HIGH SCHOOL CATEGORY

	A	A- or B+	B	B- or C+	C	C- or D+	N
Good job anywhere	67.2	59.4	52.9	47.5	61.9	14.3	247
Job near home comm.	17.9	18.0	25.0	33.3	23.8	42.9	93
Job in big city	10.4	18.8	14.7	10.2	9.5	28.6	59
Job on a farm	4.5	3.8	7.4	8.5	4.8	14.3	23
							422

Q. ASPECT OF JOB MOST IMPORTANT WITHIN EACH GRADE MOST RECEIVED IN HIGH SCHOOL

Level of salary	4.4	8.1	9.0	19.3	38.1		42
Prestige	2.2	3.0	3.0	1.8	4.8	0	11
Job satisfaction	93.4	83.7	83.6	75.4	52.4	100.0	357
Location of job	0	.7	3.0	3.5	4.8	0	6
							416

Table 6 of Set C shows data broken down by year of graduation. Notable points include:

- large percentage of graduates pursue post-secondary education
- graduates tend to return to their hometown over successive years
- science, speech, and lack of time management skills seem to be critical factors in the influencing transition from high school to college

TABLE 6
(GRADUATE WITHIN EACH GRADUATING YEAR)

A. ACADEMIC PURSUIT IN 1981 WITHIN EACH GRADUATING YEAR

	1981	N
Four year college	57.7	71
Two year college	16.3	20
Vo/tech	12.2	15
Proprietary		0
Other	13.8	17
		123

B. ACADEMIC PURSUIT IN 1983 WITHIN EACH GRADUATING YEAR

	1981	N	1983	N
Four year college	81.1	73	70.5	74
Two year college	4.4	4	19.0	20
Vo/tech	10.0	9	8.6	9
Proprietary		0		0
Other	4.4	4	1.9	2
		90		105

C. ACADEMIC PURSUIT IN 1985 WITHIN EACH GRADUATING YEAR

	1981	N	1983	N	1985	N
Four year college	81.4	35	85.7	78	63.7	192
Two year college		0	9.9	9	21.0	35
Vo/tech	4.7	2	3.3	3	12.9	21
Proprietary		0		0	1.6	2
Other	14.0	6	1.1	1	.8	8
		43		91		258

D. OCCUPATION IN 1981 (excluding those in educational pursuits)

	1981	N
Farming	17.9	5
Homemaking	14.3	5
Blue collar	14.3	4
White collar	32.1	9
Management or prof.	3.6	1
Military	3.6	1
Other	14.3	4
		29

E. OCCUPATION IN 1983 (excluding those in educational pursuits)

	1981	N	1983	N
Farming	16.7	8	9.4	3
Homemaking	10.4	5	12.5	4
Blue collar	12.5	6	37.5	12
White collar	27.1	13	15.6	5
Management or prof.	22.9	11	3.1	1
Millitary	2.1	1	3.1	1
Other	8.3	4	18.8	6
		48		32

F. OCCUPATION IN 1985 (excluding those in educational pursuits)

	1981	N	1983	N	1985	N
Farming	7.3	7	14.5	8	10.7	3
Homemaking	6.3	6	7.3	4	14.3	4
Blue collar	14.6	14	36.4	20	7.1	2
White collar	30.2	29	14.5	8	21.4	6
Management or prof	34.4	33	9.1	5	3.6	1
Military	1.0	1	5.5	3	14.3	4
Other	6.3	6	12.7	7	28.6	8
		96		55		28

G. DISTANCE FROM HOMETOWN IN OCCUPATION OR EDUCATION IN 1981 WITHIN EACH GRADUATING YEAR

	1981	N
In hometown area	18.0	24
Up to 25 miles	9.0	12
26-50 miles	16.5	22
51-100 miles	21.8	29
101 or more miles	34.6	46
		133

H. DISTANCE FROM HOMETOWN IN OCCUPATION OR EDUCATION IN 1983 WITHIN EACH GRADUATING YEAR

	1981	N	1983	N
In home town area	22.6	30	18.0	25
Up to 25 miles	9.8	13	12.2	17
26-50 miles	14.3	19	10.8	15
51-100 miles	17.3	23	18.7	26
101 or more miles	36.1	48	40.3	56
		133		139

I. DISTANCE FROM HOMETOWN IN OCCUPATION OR EDUCATION IN 1985 WITHIN EACH GRADUATING YEAR

	1981	N	1983	N	1985	N
In hometown area	29.3	39	20.9	29	12.2	18
Up to 25 miles	9.8	13	11.5	16	8.8	13
26-50 miles	14.3	19	10.8	15	12.8	19
51-100 miles	12.0	16	17.3	24	24.3	36
101 or more miles	34.6	46	39.6	55	41.9	62
		133		139		148

J. ACADEMIC AREA IN WHICH GRADUATE IS LEAST PREPARED FOR TRANSITION FROM HIGH SCHOOL TO COLLEGE WITHIN EACH GRADUATING YEAR

	1981	N	1983	N	1985	N
English	16.5	22	15.6	21	13.5	20
Mathematics	18.8	25	27.4	37	17.6	26
Speech	9.8	13	10.4	14	14.9	22
Science	8.3	11	15.6	21	16.9	25
Social science	5.3	7	5.2	7	7.4	11
Other	15.8	21	8.1	11	10.8	16
Not applicable	25.6	34	17.8	24	18.9	28
		133		135		148

K. FACTOR MOST NEGATIVELY AFFECTING TRANSITION FROM HIGH SCHOOL TO COLLEGE WITHIN EACH GRADUATING YEAR

	1981	N	1983	N	1985	N
Lack of study skills	29.5	39	31.2	43	30.2	45
Lack of social skills	7.6	10	8.0	11	7.4	11
Lack of communication skills	9.1	12	11.6	16	7.4	11
Lack of time management	9.1	12	13.8	19	16.1	24
Lack of motivation	7.6	10	7.2	10	7.4	11
Not applicable	37.1	49	27.5	38	31.5	47
		132		138		147

Table Set D is a compilation of graduates' perceptions broken down by school district 7-12 enrollment from which they graduated. Major differences among responses by categories and previously unrecognized trends will be noted.

- more shopping is done in the home community where larger schools are located
- smaller size schools tend to have a larger proportion of their graduates who prefer living on farms
- graduates of smaller schools tend to rate their communities lower on a number of community factors (housing, vocational and adult education programs, park and recreation programs, library programs, and medical services) as compared to their counterparts from larger schools
- graduates from smaller schools express a greater intent to return to their home community
- generally, graduates of each size school have comparable values about the importance of selected community characteristics
- among several areas in need of improvement in the community, job opportunities are by far the most important to graduates across all school sizes
- regardless of size of school, the least liked characteristics are few job opportunities, availability of entertainment and isolation

Table Set D

Table 1
Relationship of School District Size to
Consumer Activity Location in Home Community
(Community Where Graduate Lived While Attending
High School)

	Percent of Respondents					
	School District Enrollment (7-12)					
	0-50	51-100	101-200	201-300	301-400	401-500
Shopping done at home	22.1	32.3	34.5	71.4	57.9	50.0
N =	104	124	145	21	19	12

Table 2
Preferred Size for Community for Residence
as Related to School District Size

	Percent of Respondents					
	District Enrollment (7-12) Size					
Size	0-50	51-100	101-200	201-300	301-400	401-500
a. Farm	21.7	21.8	20.8	5.0	10.5	8.3
b. Small town	30.2	23.4	28.5	40.0	31.6	25.0
c. 30,000	21.7	30.6	26.4	30.0	21.1	16.7
d. 50,000 or more	19.8	17.7	18.1	15.0	36.8	50.0
e. Large city	6.6	6.5	6.3	10.0	0.0	0.0
N =	106	124	144	20	19	12

Table 3
Rating of Adequacy of Community Factors
as Related to School District Sizes

Community Factors	Percent of Respondents: District Enrollment (7-12) Size 0-50	51-100	101-200	201-300	301-400	401-500
A. Job opportunities						
1. Very poor	44.2	27.6	36.3	30.0	26.3	50.0
2. Poor	51.9	56.9	50.7	50.0	63.2	41.7
3. Good	1.9	13.8	9.6	15.0	10.5	8.3
4. Very good	1.9	0.0	0.0	5.0	0.0	0.0
5. Does not exist	0.0	1.6	3.4	0.0	0.0	0.0
N =	104	123	146	20	19	12
B. Housing for elderly						
1. Very poor	11.4	5.7	4.8	4.8	0.0	9.1
2. Poor	18.1	14.8	11.7	4.8	5.3	18.2
3. Good	34.3	55.7	55.2	71.7	52.6	18.2
4. Very good	22.9	18.9	23.4	19.0	42.1	27.3
5. Does not exist	13.3	4.9	4.8	0.0	0.0	27.3
N =	105	122	145	21	19	11
C. Rental housing						
1. Very poor	15.1	5.7	3.4	0.0	10.5	0.0
2. Poor	32.1	33.6	34.9	15.0	26.3	33.3
3. Good	43.4	49.2	53.4	70.0	47.4	66.7
4. Very good	6.6	10.7	7.5	15.0	15.8	0.0
5. Does not exist	2.8	0.8	0.7	0.0	0.0	0.0
N =	106	122	146	20	19	12

D. Houses to buy						
1. Very poor	8.6	4.2	6.8	5.0	0.0	0.0
2. Poor	31.4	26.7	19.6	5.0	20.0	8.3
3. Good	45.7	53.3	51.4	45.0	55.0	58.3
4. Very good	14.3	15.8	21.6	45.0	25.0	33.3
5. Does not exist	0.0	0.0	17.0	0.0	0.0	0.0
N =	105	120	148	20	20	12
E. Vocational education programs						
1. Very poor	17.9	8.2	15.6	23.8	10.0	16.7
2. Poor	21.7	28.7	22.4	23.8	40.0	0.0
3. Good	24.5	27.0	27.2	14.3	25.0	8.3
4. Very good	12.3	12.3	12.2	9.5	5.0	25.0
5. Does not exist	23.6	23.8	22.4	28.6	20.0	50.0
N =	106	122	147	21	20	12
F. Adult education programs						
1. Very poor	18.1	16.5	14.2	19.0	10.0	8.3
2. Poor	31.4	24.0	27.0	14.3	35.0	8.3
3. Good	23.8	28.9	33.8	42.9	45.0	25.0
4. Very good	8.6	7.4	8.8	9.5	10.0	25.0
5. Does not exist	18.1	23.1	16.2	14.3	0.0	33.3
N =	105	121	148	21	20	12

G. Preschool programs						
1. Very poor	9.6	2.4	9.5	4.8	0.0	0.0
2. Poor	25.0	21.1	16.3	19.0	15.8	27.3
3. Good	29.8	47.2	44.9	33.3	63.2	45.5
4. Very good	16.3	16.3	15.6	33.3	21.1	27.3
5. Does not exist	19.2	13.0	13.6	9.5	0.0	0.0
N =	104	123	147	21	19	11
H. Grade school facilities						
1. Very poor	2.8	0.0	1.4	10.0	5.0	0.0
2. Poor	6.6	1.6	6.8	0.0	0.0	0.0
3. Good	43.4	48.0	50.3	40.0	60.0	41.7
4. Very good	47.2	48.8	41.5	50.0	35.0	58.3
5. Does not exist	0.0	1.6	0.0	0.0	0.0	0.0
N =	106	123	147	20	20	12
I. High school facilities						
1. Very poor	2.8	0.8	2.0	4.8	0.0	8.3
2. Poor	8.5	3.3	10.8	0.0	5.0	8.3
3. Good	43.4	53.7	46.6	42.9	40.0	25.0
4. Very good	43.4	41.5	39.2	42.9	50.0	58.3
5. Does not exist	1.9	0.8	1.4	9.5	5.0	0.0
N =	106	123	148	21	20	12

J.	Park and recreation programs						
1.	Very poor	8.7	6.5	8.9	5.0	0.0	16.7
2.	Poor	21.4	26.0	30.8	5.0	10.5	0.0
3.	Good	55.3	41.5	46.6	40.0	52.6	41.7
4.	Very good	6.8	21.1	11.0	45.0	36.8	33.3
5.	Does not exist	7.8	4.9	2.7	5.0	0.0	8.3
N =		103	123	146	20	19	12
K.	Streets, sidewalks, and alley maintenance						
1.	Very poor	17.9	9.0	15.5	15.0	0.0	16.7
2.	Poor	31.1	28.7	33.1	30.0	21.1	8.3
3.	Good	39.6	45.1	39.2	30.0	68.4	41.7
4.	Very good	10.4	13.1	9.5	25.0	10.5	25.0
5.	Does not exist	0.9	4.1	2.7	0.0	0.0	8.3
N =		106	122	148	20	19	12
L.	Churches						
1.	Very poor	4.7	0.0	0.0	0.0	0.0	0.0
2.	Poor	4.7	5.8	5.4	4.8	0.0	8.3
3.	Good	28.3	33.9	32.4	19.0	30.0	8.3
4.	Very good	59.4	58.7	60.8	71.4	70.0	83.3
5.	Does not exist	2.8	1.7	1.4	4.8	0.0	0.0
N =		106	121	148	21	20	12

M.	Opportunities for community involvement						
1.	Very poor	2.9	3.3	4.1	14.3	0.0	8.3
2.	Poor	22.3	19.5	24.8	14.3	5.3	25.0
3.	Good	49.5	44.7	50.3	47.6	63.2	33.3
4.	Very good	25.2	29.3	20.7	23.8	26.3	33.3
5.	Does not exist	0.0	3.3	0.0	0.0	5.3	0.0
N =		103	123	145	21	19	12
N.	Active city government						
1.	Very poor	4.8	8.3	2.1	4.8	0.0	8.3
2.	Poor	39.0	28.1	31.7	14.3	22.2	8.3
3.	Good	49.5	48.8	52.4	57.1	66.7	50.0
4.	Very good	2.9	9.9	8.3	19.0	5.6	33.3
5.	Does not exist	3.8	5.0	5.5	4.8	5.6	0.0
N =		105	121	145	21	18	12
O.	Police/fire protection						
1.	Very poor	8.7	4.1	4.8	9.5	5.3	0.0
2.	Poor	9.6	12.2	11.6	4.8	10.5	8.3
3.	Good	66.3	55.3	63.9	52.4	68.4	50.0
4.	Very good	15.4	26.8	19.7	33.3	15.8	41.7
5.	Does not exist	0.0	1.6	0.0	0.0	0.0	0.0
N =		104	123	147	21	19	12

P.	Library programs						
1.	Very poor	8.7	2.5	8.9	4.8	0.0	0.0
2.	Poor	30.1	18.9	13.7	4.8	15.0	16.7
3.	Good	33.0	54.9	50.0	47.6	35.0	33.3
4.	Very good	10.7	13.1	13.7	42.9	45.0	41.7
5.	Does not exist	17.5	10.7	13.7	0.0	5.0	8.3
N =		103	122	146	21	20	12
Q.	Legal services						
1.	Very poor	11.5	7.3	8.1	9.5	10.0	0.0
2.	Poor	19.2	19.5	20.3	0.0	5.0	25.0
3.	Good	24.0	50.7	39.9	66.7	45.0	41.7
4.	Very good	3.8	8.1	12.8	23.8	35.0	16.7
5.	Does not exist	41.3	24.4	18.9	0.0	5.0	16.7
N =		104	123	148	21	20	12
R.	Medical services						
1.	Very poor	16.2	6.7	8.4	4.8	5.0	0.0
2.	Poor	21.2	17.6	22.4	9.5	15.0	18.2
3.	Good	17.2	38.7	35.0	61.9	45.0	36.4
4.	Very good	4.0	18.5	23.1	23.8	30.0	45.5
5.	Does not exist	41.4	18.5	11.2	0.0	5.0	0.0
N =		99	119	143	21	20	11

S.	Entrepreneurial opportunities						
1.	Very poor	28.6	24.2	23.1	33.3	10.0	16.7
2.	Poor	45.7	45.8	43.5	33.3	45.0	58.3
3.	Good	19.0	21.7	26.5	28.6	40.0	25.0
4.	Very good	2.9	5.0	6.1	4.8	5.0	0.0
5.	Does not exist	3.8	3.3	0.7	0.0	0.0	0.0
N =		105	120	147	21	20	12
T.	Trash service						
1.	Very poor	7.1	1.7	2.1	5.0	5.0	0.0
2.	Poor	10.1	10.3	11.0	20.0	0.0	0.0
3.	Good	41.4	61.5	63.7	50.0	80.0	58.3
4.	Very good	15.2	17.9	21.2	25.0	10.0	41.7
5.	Does not exist	26.3	8.5	2.1	0.0	5.0	0.0
N =		99	117	146	20	20	12
U.	Community organization						
1.	Very poor	3.8	2.5	5.5	4.8	5.0	9.1
2.	Poor	14.3	10.2	13.0	19.0	10.0	0.0
3.	Good	51.4	58.5	58.2	47.6	65.0	54.5
4.	Very good	30.5	26.3	20.5	28.6	20.0	36.4
5.	Does not exist	0.0	2.5	2.7	0.0	0.0	0.0
N =		105	118	146	21	20	11

Table 4
Awareness of Local Job Opportunities for
Career Choice as Related to School District Size

	Percent of Respondents					
	District Enrollment (7-12) Size					
	0-50	51-100	101-200	201-300	301-400	401-500
Awareness	71.2	73.3	71.3	81.0	42.1	66.7
N =	105	120	145	20	20	12

Table 5
Intent to Return to Home Community of Those Living
Away as Related to School District Size

	Percent of Respondents					
	District Enrollment Size (7-12)					
	0-50	51-100	101-200	201-300	301-400	401-500
Intent to Return	20.0	22.8	17.1	10.0	5.3	8.3
N =	105	123	146	20	19	12

Table 6
Rating of Importance of Community Characteristics
as Related to School District

	Percent of Respondents					
	District Enrollment (7-12) Size					
	0-50	51-100	101-200	201-300	301-400	401-500
A. Good schools						
1. Very high	51.4	46.4	49.3	45.0	50.0	80.0
2. High	34.3	41.6	32.9	40.0	40.0	10.0
3. Important	14.3	11.2	16.4	15.0	10.0	10.0
4. Low	0.0	0.0	1.4	0.0	0.0	0.0
5. Very low	0.0	0.8	0.0	0.0	0.0	0.0
N =	105	125	146	20	20	10
B. Opportunity for career advancement						
1. Very high	26.7	32.8	23.1	28.6	50.0	0.0
2. High	44.8	36.0	41.5	52.4	15.0	83.3
3. Important	26.7	25.6	32.0	9.5	30.0	8.3
4. Low	1.9	4.8	3.4	9.5	5.0	8.3
5. Very low	0.0	0.8	0.0	0.0	0.0	0.0
N =	105	125	147	21	20	12
C. Health services						
1. Very high	14.3	16.0	21.2	35.0	25.0	16.7
2. High	37.1	32.8	39.7	35.0	25.0	50.0
3. Important	40.0	46.4	32.9	30.0	50.0	33.3
4. Low	8.6	4.8	5.5	0.0	0.0	0.0
5. Very low	0.0	0.0	0.7	0.0	0.0	0.0
N =	105	125	146	20	20	12

D.	Recreation/entertainment						
1.	Very high	9.4	7.3	8.1	10.0	5.0	0.0
2.	High	23.6	35.5	30.4	40.0	35.0	8.3
3.	Important	49.1	47.6	46.6	30.0	50.0	75.0
4.	Low	17	9.7	14.9	20.0	10.0	16.7
5.	Very low	0.9	0.0	0.0	0.0	0.0	0.0
N =		106	124	148	20	20	12
E.	Participation in community decision making						
1.	Very high	4.8	2.4	4.7	14.3	5.0	0.0
2.	High	17.1	11.3	16.2	4.8	20.0	8.3
3.	Important	44.8	58.9	50.7	47.6	35.0	50.0
4.	Low	30.5	25.0	27.0	28.6	40.0	25.0
5.	Very low	2.9	2.4	1.4	4.8	0.0	16.7
N =		105	124	148	21	20	12
F.	Similarity of neighbors						
1.	Very high	6.6	4.8	5.4	9.5	0.0	8.3
2.	High	17.9	23.2	17.6	33.3	25.0	8.3
3.	Important	40.6	40.8	40.5	47.6	50.0	25.0
4.	Low	30.2	27.2	34.5	0.0	15.0	50.0
5.	Very low	4.7	4.0	2.0	9.5	10.0	8.3
N =		106	125	148	21	20	12

G. Community appearance						
1. Very high	13.5	11.4	10.2	0.0	10.0	8.3
2. High	32.7	30.9	34.7	70.0	30.0	33.3
3. Important	45.2	47.2	47.6	30.0	50.0	41.7
4. Low	6.7	10.6	6.8	0.0	5.0	16.7
5. Very low	1.9	0.0	0.7	0.0	5.0	0.0
N =	104	123	147	20	20	12

Table 7
Reasons for Shopping Outside Home Community
as Related to School District Size

Reason	Percent of Respondents: District Enrollment (7-12) Size 0-50	51-100	101-200	201-300	301-400	401-500
a. Poor	23.8	22.6	21.1	5.3	35.0	25.0
b. Most essential items are unavailable	42.9	22.6	19.0	15.8	10.0	8.3
c. Less expensive elsewhere	19.0	24.2	26.5	10.5	5.0	16.7
d. Does not apply--shopped at home	14.3	30.6	33.3	68.4	50.0	50.0
N =	105	124	147	19	20	12

Table 8
Most Liked Characteristics of Home Community
as Related to School District Size

Characteristics	Percent of Respondents District Enrollment (7-12) Size 0-50	51-100	101-200	201-300	301-400	401-500
1. Safe, low crime	22.9	21.0	21.9	23.8	20.0	33.3
2. Lots of community programs	2.9	0.8	0.0	4.8	5.0	0.0
3. Community pride	7.6	6.5	6.8	0.0	0.0	0.0
4. Friendly surroundings	49.5	50.8	40.4	28.6	45.0	16.7
5. Good schools	1.0	1.6	2.7	0.0	0.0	8.3
6. Necessary services provided (medical, police)	0.0	0.8	4.1	9.5	5.0	0.0
7. Good friends live there	16.2	18.5	24.0	33.3	25.0	41.7
N =	105	124	146	21	20	12

Table 9
Specific Areas for Improvement in Communities
as Related to School District Size

Areas Needing Improvement	Percent of Respondents District Enrollment (7-12) Size 0-50	51-100	101-200	201-300	301-400	401-500
a. Shopping	19.2	23.4	17.4	38.1	25.0	16.7
b. Church activities	1.0	2.4	2.1	0.0	5.0	0.0
c. Job opportunities	41.3	54.8	44.4	38.1	60.0	41.7
d. Housing	1.9	0.0	1.4	0.0	0.0	0.0
e. Medical services	13.5	4.0	8.3	0.0	0.0	0.0
f. Educational opportunities	4.8	4.0	2.8	9.5	5.0	16.7
g. Opportunity for community participation	4.8	2.4	12.5	4.8	0.0	8.3
h. Programs in schools	13.5	8.9	11.1	9.5	5.0	16.7
N =	104	124	144	21	20	12

Table 10
Least Liked Characteristics of Communities as Related to School District Size

Characteristics	Percent of Respondents District Enrollment (7-12) Size 0-50	51-100	101-200	201-300	301-400	401-500
a. Isolation	11.4	8.0	15.8	0.0	5.0	16.7
b. Availability of entertainment	24.8	28.0	37.7	35.0	40.0	25.0
c. Friends moved away	4.8	6.4	2.7	0.0	0.0	0.0
d. Not included in community	0.0	0.0	0.0	5.0	0.0	0.0
e. Community run down	4.8	6.4	6.2	0.0	10.0	0.0
f. Few job opportunities	45.7	40.0	33.6	55.0	30.0	25.0
g. Other	8.6	11.2	4.1	5.0	15.0	33.3
N =	105	125	146	20	20	12

Table Set E includes graduates perceptions of selected areas of their home communities. Differences among the seven states of this study and findings of particular interest are listed below.

- 3/4 of the graduates were aware of where their chosen career would most likely be located and only about 1/5 or less expect to move back to their home community
- graduates of ND schools tend to be less inclined to return to their home community
- in choosing where to live, good schools and opportunities for career advancement tend to be rated most important, while opportunities for participation in community decision making and living near people of similar backgrounds are least important
- for the most part, values of graduates for a satisfactory community in which to live do not differ among the states
- the least liked characteristics of their home communities are (lack of) availability of entertainment and few job opportunities
- job opportunities, shopping and programs in schools were the three areas from among a list of eight that were perceived to be most in need of improvement

- most liked characteristic of the home communities were a safe, low crime rate, friendly surroundings, and presence of good friends
- about one-half would prefer to live on a farm or in a small town, while generally less than 10% would prefer to live in a large city
- MO graduates tend to prefer living in larger communities than do their counterparts in other states
- in rating adequacy of community factors, graduates tend to:
  - -- perceive job opportunities, enterpreneurial opportunities, vocational education programs, and adult education programs as relatively poor
  - -- grade school and high school facilities and churches as good to very good
- overall, CO graduates seem to rate community factors as less favorable than graduates in other states

Table Set E

Table 1
Awareness of Local Job Opportunities for Career Choice as Related to State

	Percent of Respondents						
	Response by State						
Awareness	KS	NE	SD	ND	MO	CO	WY
	72.9	61.8	70.1	72.5	79.2	75.9	75.0
N =	122	68	120	51	25	30	12

Table 2
Intent to Return to Home Community of Those Living Away as Related to State

	Percent of Respondents						
	Response by State						
Intent to Return	KS	NE	SD	ND	MO	CO	WY
	19.5	19.1	18.3	11.5	24.0	16.7	25.0
N =	118	68	120	52	25	30	12

Table 3
Rating of Importance of Community Characteristics
as Related to State

	Percent of Respondents Response by State						
	KS	NE	SD	ND	MO	CO	WY
A. Good schools							
1. Very high	44.6	44.1	47.9	59.6	54.2	56.7	75.0
2. High importance	38.0	48.5	33.6	26.9	37.5	26.7	25.0
3. Important	16.5	7.4	18.5	13.5	8.3	10.0	0.0
4. Low	0.8	0.0	0.0	0.0	0.0	3.3	0.0
5. Very low	0.0	0.0	0.0	0.0	0.0	3.3	0.0
N =	121	68	119	52	24	30	12
B. Opportunities for career advancement							
1. Very high	29.5	34.8	22.7	28.8	32.0	22.6	16.7
2. High	39.3	42.0	42.0	44.2	44.0	35.5	41.7
3. Important	23.0	20.3	32.8	26.9	24.0	35.5	33.3
4. Low	8.2	2.9	1.7	0.0	0.0	6.5	8.3
5. Very low	0.0	0.0	0.8	0.0	0.0	0.0	0.0
N =	122	69	119	52	25	31	12

C.	**Health services**						
1.	Very high	19.3	15.9	19.8	15.4	24.0	23.3	8.3
2.	High	38.7	44.9	36.4	25.0	24.0	30.0	58.3
3.	Important	39.5	33.3	37.2	55.8	52.0	30.0	16.7
4.	Low	2.5	5.8	6.6	1.9	0.0	16.7	16.7
5.	Very low	0.0	0.0	0.0	1.9	0.0	0.0	0.0
N =		119	69	121	52	25	30	12
D.	**Recreation/entertainment**							
1.	Very high	5.8	11.6	7.4	5.9	20.0	3.2	8.3
2.	High	27.3	34.8	29.8	35.3	28.0	19.4	50.0
3.	Important	52.9	39.1	47.9	51.0	40.0	54.8	25.0
4.	Low	14.0	13.0	14.9	7.8	12.0	22.6	16.7
5.	Very low	0.0	1.4	0.0	0.0	0.0	0.0	0.0
N =		121	69	121	51	25	31	12
E.	**Participation in community decision making**							
1.	Very high	4.1	4.4	5.0	3.8	4.0	3.2	8.3
2.	High	14.8	16.2	15.8	13.5	8.0	6.5	25.0
3.	Important	50.0	42.6	50.8	53.8	56.0	64.5	41.7
4.	Low	27.9	35.3	25.8	26.9	32.0	19.4	25.0
5.	Very low	3.3	1.5	2.5	1.9	0.0	6.5	0.0
N =		122	68	120	52	25	31	12

F.	Similarity of neighbors						
1.	Very high	6.6	72	6.6	0.0	0.0	6.5	8.3
2.	High	21.3	23.2	14.0	25.0	12.0	22.6	41.7
3.	Important	36.1	37.7	47.9	40.4	52.0	35.5	33.3
4.	Low	29.5	27.5	29.8	28.8	36.0	29.0	16.7
5.	Very low	6.6	4.3	1.7	5.8	0.0	6.5	0.0
N =		122	69	121	52	25	31	12
G.	Community							
1.	Very high	10.9	14.9	8.3	11.5	12.0	6.5	16.7
2.	High	30.3	38.8	40.8	26.9	32.0	32.3	33.3
3.	Important	48.7	35.8	41.7	53.8	52.0	58.1	41.7
4.	Low	7.6	9.0	9.2	7.7	4.0	3.2	8.3
5.	Very low	2.5	1.5	0.0	0.0	0.0	0.0	0.0
N =		119	67	120	52	25	31	12

Table 4
Least Liked Characteristics of
Communities as Related to State

Characteristics	Percent of Respondents Response by State KS	NE	SD	ND	MO	CO	WY
a. Isolation	9.2	13.0	10.0	13.5	16.0	10.0	16.7
b. Availability of entertainment	30.8	31.9	31.7	40.4	12.0	36.7	16.7
c. Friends moved away	4.2	4.3	2.5	0.0	8.0	13.3	0.0
d. Not included in community decisions	0.8	0.0	0.0	0.0	0.0	0.0	0.0
e. Community is run down	5.8	5.8	3.3	5.8	12.0	3.3	16.7
f. Few job opportunities	38.3	31.9	45.8	36.5	40.0	30.0	50.0
g. Other	10.8	13.0	6.7	3.8	12.0	6.7	0.0
N =	120	69	120	52	25	30	12

Table 5
Specific Areas for Improvement in Communities
as Related to State

Areas Needing Improvement	Percent of Respondents Response by State KS	NE	SD	ND	MO	CO	WY
a. Shopping	18.3	16.2	23.1	28.8	12.0	19.4	41.7
b. Church activities	3.3	1.5	2.6	0.0	0.0	0.0	0.0
c. Job opportunities	49.2	48.5	55.6	28.8	56.0	32.3	33.3
d. Housing	1.7	2.9	0.0	0.0	0.0	0.0	0.0
e. Medical services	5.0	13.2	5.1	11.5	12.0	3.2	0.0
f. Educational opportunities	5.8	2.9	1.7	3.8	8.0	12.9	0.0
g. Opportunity for community participation	4.2	5.9	6.0	9.6	0.0	12.9	25.0
h. Programs in schools	12.5	8.8	6.0	17.3	12.0	19.4	0.0
N =	120	68	117	52	25	31	12

Table 6
Most Liked Characteristics of Home Community
as Related to State

Characteristics	KS	NE	SD	ND	MO	CO	WY
	Percent of Respondents						
	Response by State						
a. Safe, low crime	20.0	21.7	26.7	21.6	24.0	19.4	8.3
b. Lots of community programs	1.7	4.3	0.0	2.0	0.0	0.0	0.0
c. Community pride	5.8	4.3	10.0	5.9	4.0	0.0	0.0
d. Friendly surroundings	41.7	43.5	43.3	37.3	60.0	54.8	66.7
e. Good schools	1.7	4.3	1.7	0.0	0.0	0.0	8.3
f. Necessary services provided (medical, police)	2.5	2.9	1.7	3.9	0.0	3.2	0.0
g. Good friends live there	26.7	18.8	16.7	29.4	12.0	22.6	16.7
N =	120	69	120	51	25	31	12

Table 7
Reasons for Shopping Outside Home Community
as Related to State

Reason	Percent of Respondents Response by State KS	NE	SD	ND	MO	CO	WY
a. Poor selection	23.8	16.4	20.0	23.5	20.8	29.0	41.7
b. Most essential items unavailable	20.5	34.3	20.8	27.5	37.5	29.0	16.7
c. Less expensive elsewhere	27.9	23.9	20.0	17.6	20.8	12.9	16.7
d. Does not apply--at home	27.9	25.4	39.2	31.4	20.8	29.0	25.0
N =	122	67	120	51	24	31	12

Table 8

Relationship of State to Consumer Activity
Location in Home Community (Community where graduate lived while attending high school)

	Percent of Respondents						
	Response by State						
Shopping Done at Home	KS	NE	SD	ND	MO	CO	WY
	30.6	36.2	41.5	32.7	20.8	31.0	25.0
N =	121	69	118	52	24	29	12

Table 9

Preferred Size for Community of Residence as Related to State

	Percent of Respondents						
	Response by State						
Sizes	KS	NE	SD	ND	MO	CO	WY
a. Farm	15.3	14.5	21.8	25.0	16.0	30.0	33.3
b. Small town	32.2	27.5	25.2	26.9	20.0	33.3	25.0
c. 30,000	27.1	23.2	29.4	23.1	28.0	16.7	33.3
d. 50,000 or more	16.9	23.2	21.0	23.1	24.0	16.7	8.3
e. Large city	8.5	11.6	2.5	1.9	12.0	3.3	0.0
N =	118	69	119	52	25	30	12

Table 10
Rating of Adequacy of Community Factors
as Related to State

Community Factors	KS	NE	SD	ND	MO	CO	WY
	Percent of Respondents						
	Response by State						
A. Job opportunities							
1. Very poor	35.9	36.8	39.5	26.9	52.0	19.4	25.0
2. Poor	49.6	52.9	51.3	59.6	44.0	64.5	66.7
3. Good	11.1	5.9	9.2	13.5	0.0	9.7	8.3
4. Very good	0.9	1.5	0.0	0.0	0.0	3.2	0.0
5. Did not exist	2.6	2.9	0.0	0.0	4.0	3.2	0.0
N =	117	68	119	52	25	31	12
B. Housing for elderly							
1. Very poor	5.0	10.3	3.4	3.8	8.0	17.2	16.7
2. Poor	14.3	14.7	11.0	9.6	16.0	24.1	16.7
3. Good	47.1	44.1	54.2	57.7	52.0	44.8	41.7
4. Very good	25.2	19.1	26.3	25.0	16.0	6.9	25.0
5. Did not exist	8.4	11.8	5.1	3.8	8.0	6.9	0.0
N =	119	68	118	52	25	29	12
C. Rental housing							
1. Very poor	6	8.8	6.6	3.8	8.0	10.0	16.7
2. Poor	35.9	39.7	28.1	26.9	44.0	26.7	16.7
3. Good	51.3	42.6	55.4	51.9	44.0	56.7	58.3
4. Very good	6.8	5.9	8.3	17.3	4.0	13.3	8.3
5. Did not exist	0.0	2.9	1.7	0.0	0.0	3.3	0.0
N =	117	68	121	52	25	30	12

D.	Houses to buy						
1.	Very poor	5.0	8.8	5.8	2.0	8.3	3.2	16.7
2.	Poor	27.7	29.4	20.0	21.6	16.7	16.1	25.0
3.	Good	46.2	45.6	56.7	58.8	66.7	38.7	25.0
4.	Very good	21.0	16.2	17.5	17.6	8.3	38.7	33.3
5.	Did not exist	0.0	0.0	0.0	0.0	0.0	3.2	0.0
N =		119	68	120	51	24	31	12
E.	Vocational education programs							
1.	Very poor	19.2	10.3	15.0	13.5	4.0	9.7	16.7
2.	Poor	22.5	26.5	19.2	25.0	24.0	35.5	50.0
3.	Good	21.7	30.9	21.7	26.9	44.0	19.4	33.3
4.	Very good	6.7	16.2	13.3	9.6	8.0	32.3	0.0
5.	Do not exist	30.00	16.2	30.8	25.0	20.0	3.2	0.0
N =		120	68	120	52	25	31	12
F.	Adult education programs							
1.	Very poor	15.0	10.4	17.4	17.6	12.0	19.4	25.0
2.	Poor	23.3	23.9	26.4	31.4	40.0	22.6	33.3
3.	Good	36.7	34.3	26.4	25.5	16.0	38.7	25.0
4.	Very good	5.8	16.4	10.7	3.9	8.0	6.5	8.3
5.	Do not exist	19.2	14.9	19.0	21.6	24.0	12.9	8.3
N =		120	67	121	51	25	31	12

G.	Preschool programs						
1.	Very poor	7.5	9.0	5.9	3.8	4.0	10.0	0.0
2.	Poor	20.8	16.4	14.3	21.2	48.0	23.3	25.0
3.	Good	39.2	38.8	48.7	48.1	24.0	40.0	41.7
4.	Very good	18.3	22.4	17.6	15.4	12.0	10.0	16.7
5.	Do not exist	14.2	13.4	13.4	11.5	12.0	16.7	16.7
N =		120	67	119	52	25	30	12
H.	Grade school facilities						
1.	Very poor	1.7	4.4	0.8	0.0	4.0	3.2	0.0
2.	Poor	2.5	8.8	4.2	3.8	0.0	6.5	8.3
3.	Good	48.3	41.2	49.2	59.6	36.0	45.2	41.7
4.	Very good	46.7	45.6	45.8	36.5	56.0	45.2	50.0
5.	Do not exist	0.8	0.0	0.0	0.0	4.0	0.0	0.0
N =		120	68	120	52	25	31	12
I.	High school facilities						
1.	Very poor	0.8	2.9	2.5	1.9	8.0	0.0	0.0
2.	Poor	4.1	8.8	5.8	7.7	8.0	16.1	16.7
3.	Good	47.9	41.2	51.2	53.8	28.0	41.9	41.7
4.	Very good	43.0	45.6	39.7	36.5	56.0	38.7	41.7
5.	Do not exist	4.1	1.5	0.8	0.0	0.0	3.2	0.0
N =		121	68	121	52	25	31	12

J.	Parks and recreational programs						
1.	Very poor	6.8	11.9	5.9	5.8	8.3	9.7	16.7
2.	Poor	24.6	22.4	21.0	23.1	41.7	25.8	25.0
3.	Good	49.2	52.2	47.9	53.8	41.7	29.0	16.7
4.	Very good	17.8	9.0	19.3	13.5	4.2	25.8	25.0
5.	Do not exist	1.7	4.5	5.9	3.8	4.2	9.7	16.7
N =		118	67	119	52	24	31	12
K.	Streets, sidewalks and alley maintenance							
1.	Very poor	10.1	16.2	8.3	15.4	16.0	32.3	25.0
2.	Poor	31.1	33.8	24.2	34.6	52.0	19.4	16.7
3.	Good	40.3	36.8	55.8	38.5	20.0	38.7	16.7
4.	Very good	15.1	13.2	10.0	11.5	4.0	3.2	33.3
5.	Do not exist	3.4	0.0	1.7	0.0	8.0	6.5	8.3
N =		119	68	120	52	25	31	12
L.	Churches							
1.	Very poor	0.0	5.9	0.0	0.0	4.0	0.0	0.0
2.	Poor	5.8	8.8	2.5	1.9	12.0	3.2	8.3
3.	Good	31.4	23.5	25.2	36.5	32.0	54.8	16.7
4.	Very good	62.0	58.8	71.4	57.7	52.0	35.5	75.0
5.	Do not exist	0.8	2.9	0.8	3.8	0.0	6.5	0.0
N =		121	68	119	52	25	31	12

M.	Opportunities for community involvement						
1.	Very poor	1.7	6.1	2.5	3.8	8.3	10.0	8.3
2.	Poor	26.1	22.7	15.0	21.2	20.8	23.3	25.0
3.	Good	49.6	45.5	53.3	46.2	41.7	50.0	25.0
4.	Very good	21.8	25.8	29.2	26.9	20.8	16.7	33.3
5.	Do not exist	0.8	0.0	0.0	1.9	8.3	0.0	8.3
N =		119	66	120	52	24	30	12
N.	Active city government							
1.	Very poor	5.1	3.0	4.2	3.8	8.0	6.7	8.3
2.	Poor	32.2	44.8	19.5	36.5	28.0	26.7	33.3
3.	Good	50.0	46.3	61.0	53.8	32.0	46.7	41.7
4.	Very good	8.5	3.0	11.0	5.8	20.0	6.7	8.3
e.	Do not exist	4.2	3.0	4.2	0.0	12.0	13.3	8.3
N =		118	67	118	52	25	30	12
O.	Police/fire protection							
1.	Very poor	3.3	7.5	3.3	3.8	16.0	16.7	0.0
2.	Poor	11.7	9.0	9.2	15.4	20.0	0.0	16.7
3.	Good	64.2	62.7	62.5	59.6	52.0	56.7	50.0
4.	Very good	20.8	20.9	25.0	21.2	12.0	20.0	33.3
5.	Do not exist	0.0	0.0	0.0	0.0	0.0	6.7	0.0
N =		120	67	120	52	25	30	12

P.	Library programs and service						
1.	Very poor	5.0	3.0	3.4	13.5	16.0	3.2	16.7
2.	Poor	22.5	19.7	16.1	19.2	20.0	12.9	16.7
3.	Good	43.3	53.0	44.1	48.1	36.0	58.1	33.3
4.	Very good	21.7	13.6	18.6	1.9	8.0	22.6	25.0
5.	Do not exist	7.5	10.6	17.8	17.3	20.0	3.2	8.3
N =		120	66	118	52	25	31	12
Q.	Legal services							
1.	Very poor	5.8	5.9	5.8	15.7	16.0	12.9	25.0
2.	Poor	17.5	26.5	14.0	21.6	20.0	16.1	8.3
3.	Good	45.0	36.8	40.5	29.4	12.0	41.9	25.0
4.	Very good	10.8	10.3	14.0	5.9	16.0	3.2	16.7
5.	Do not exist	20.8	20.6	25.6	27.5	36.0	25.8	25.0
N =		120	68	121	51	25	31	12
R.	Medical services							
1.	Very poor	10.3	7.6	8.0	11.5	8.0	10.0	9.1
2.	Poor	20.7	19.7	15.9	23.1	24.0	16.7	27.3
3.	Good	35.3	30.3	42.5	19.2	28.0	36.7	18.2
4.	Very good	22.4	9.1	17.7	19.2	12.0	23.3	27.3
5.	Do not exist	11.2	33.3	15.9	26.9	28.0	13.3	18.2
N =		116	66	113	52	25	30	11

S.	Entrepreneurial opportunities						
1.	Very poor	22.3	31.3	25.0	13.7	24.0	26.7	45.5
2.	Poor	51.2	40.3	39.2	56.9	52.0	30.0	27.3
3.	Good	23.1	20.9	27.5	23.5	12.0	33.3	18.2
4.	Very good	3.3	3.0	5.0	3.9	8.0	10.0	9.1
5.	Do not exist	0.0	4.5	3.3	2.0	4.0	0.0	0.0
N =		121	67	120	51	25	30	11
T.	Trash service							
1.	Very poor	1.7	4.9	4.3	0.0	0.0	10.0	8.3
2.	Poor	9.2	19.7	7.8	3.8	17.4	13.3	0.0
3.	Good	60.8	36.1	67.2	76.9	43.5	40.0	33.3
4.	Very good	25.0	14.8	13.8	19.2	26.1	16.7	25.0
5.	Do not exist	3.3	24.6	6.9	0.0	13.0	20.0	33.3
N =		120	61	116	52	23	30	12
U.	Community organizations' cooperation							
1.	Very poor	5.0	8.8	0.9	2.0	4.2	10.0	0.0
2.	Poor	12.5	14.7	6.0	19.6	20.8	13.3	8.3
3.	Good	55.0	47.1	65.5	56.9	41.7	66.7	33.3
4.	Very good	25.8	29.4	27.6	17.6	29.2	10.0	41.7
5.	Do not exist	1.7	0.0	0.0	3.9	4.2	0.0	16.7
N =		120	68	116	51	24	30	12

Table Set F includes responses from counselors in the high schools selected for this study. Responses are broken down by states in the following thirteen tables. Trends/patterns and notable differences are cited below.

- about 3/4 of the counselors believe they are "well" or "adequately prepared," and this perception is consistent across states
- opportunities for professional development/training in career education and for working with bilingual or non-English speaking students are lacking across all states
- most counselors participate in one or more professional development activities over a three-year period
- most counselors have a graduate degree
- with the exception of MO and CO, counselors report that 60% or more of their students participate in extracurricular activities
- individual counseling, meetings with seniors, small group discussions and area career professionals are the methods most often used to inform students about careers and educational opportunities
- 90-100% of the counselors report using bulletin boards to make students and families aware of career/guidance information and extracurricular resources
- schools offer specific curricular offerings for the college bound student

- physics, chemistry and computer science are widely offered across all states
- there are mixed patterns in the offering of more than one year of a foreign language
- little difference exists among the states in the percentages of students who take physics or chemistry, with MO reporting the lowest percent and ND the highest
- foreign language, trigonometry or calculus and business management are generally taken by a small percentage of students across all states
- about 2/3 or more of the school career/guidance plans have been updated within the last five years, while most states have respondents who indicated that a plan did not exist
- recruiters of all types (colleges, military and vocational schools) regularly conduct on-site visits
- about 10% of the counselors devote 20% or less of their time to counseling, with 30% or more reporting having 80% or more of their time for that purpose

Table Set F

Table 1
Counselors' Perception of Their Projected Preparation in 5 Years and 10 Years as Related to State

Perception	KS	NE	SD	ND	MO	CO	WY
	Percent of Respondents						
	Response by State						
A. In 5 years							
1. Very well	53.8	11.8	50.0	30.0	71.4	22.2	75.0
2. Adequately prepared	23.1	52.9	25.0	30.0	28.6	55.6	25.0
3. Not adequately prepared as I would like	19.2	29.4	20.8	10.0	0.0	22.2	0.0
4. Poorly prepared	0.0	0.0	0.0	20.0	0.0	0.0	0.0
5. Not applicable	3.8	5.9	4.2	10.0	0.0	0.0	0.0
N =	26	17	24	10	7	9	4
B. In 10 years							
1. Very well prepared	42.3	17.6	37.5	30.0	57.1	22.2	75.0
2. Adequately prepared	19.2	35.3	33.3	40.0	42.9	55.6	25.0
3. Not adequately	26.9	29.4	12.5	10.0	0.0	22.2	0.0
4. Poorly prepared	0.0	5.9	0.0	10.0	0.0	0.0	0.0
5. Not applicable	11.5	11.8	16.7	10.0	0.0	0.0	0.0
N =	26	17	24	10	7	9	4

Table 2
Availability of Specific Professional Development Programs
Within 60 Driving Miles of Residence by State

A. Programs for special needs students
B. Career counseling
C. Bilingual or non-English students

Availability of Programs	Percent of Respondents Response by State KS	NE	SD	ND	MO	CO	WY
a. A available	15.4	17.6	4.3	20.0	0.0	0.0	25.0
b. B available	0.0	5.9	8.7	20.0	0.0	0.0	25.0
c. C available	0.0	0.0	0.0	0.0	0.0	0.0	0.0
d. A & B available	19.2	41.2	47.8	20.0	42.9	11.1	50.0
e. B & C available	3.8	0.0	0.0	0.0	0.0	0.0	0.0
f. A & C available	0.0	11.8	0.0	0.0	0.0	0.0	0.0
g. All available	46.2	23.5	26.1	20.0	28.6	55.6	0.0
h. None	15.4	0.0	13.0	20.0	28.6	33.3	0.0
N =	26	17	23	10	7	9	4

Table 3
Participation in Professional Development Activities
as Related to State

Numbers of Professional Developmemt Activities Attended in Last 3 Years	Percent of Respondents Response by State KS	NE	SD	ND	MO	CO	WY
a. 0	0.0	0.0	0.0	20.0	14.3	0.0	0.0
b. 1-2	3.8	0.0	12.5	10.0	28.6	22.2	0.0
c. 3-4	30.8	47.1	33.3	30.0	14.3	11.1	50.0
d. 5	15.4	11.8	0.0	0.0	14.3	0.0	0.0
e. More than 5	50.0	35.3	50.0	40.0	28.6	55.6	50.0
N =	26	17	24	10	7	9	4

Table 4
Counselors' Professional Preparation as
Related to State

Highest Level of Education	Percent of Respondents Response by State KS	NE	SD	ND	MO	CO	WY
a. B.S./B.A.	0.0	5.9	4.2	30.0	14.3	11.1	0.0
b. M.S., M.Ed. unrelated field	4.0	11.8	0.0	10.0	0.0	0.0	0.0
c. M.S., M.Ed. related field	60.00	58.8	66.7	20.0	57.1	33.3	10.0
d. Guidance/counseling certificates	28.0	5.9	12.5	40.0	0.0	55.6	0.0
e. Graduate work in counseling--no graduate degree	4.0	17.6	16.7	0.0	28.6	0.0	0.0
f. Ph.D. unrelated field	4.0	0.0	0.0	0.0	0.0	0.0	0.0
N =	25	17	24	10	7	9	4

Table 5
Percent of Graduating Class Which Participates in Extracurricular Activities as Related to State

Percent of Class Participation in Extracurricular Activities Such as Music, Drama, Debate, Sports, Clubs	Percent of Respondents — Response by State						
	KS	NE	SD	ND	MO	CO	WY
a. Less than 25%	0.0	0.0	4.2	0.0	0.0	11.1	0.0
b. 25-50%	3.8	6.3	0.0	10.0	42.9	0.0	25.0
c. 51-75%	23.1	25.0	29.2	30.0	57.1	44.4	50.0
d. Almost all participate	73.1	68.8	66.7	60.0	0.0	44.4	25.0
N =	26	16	24	10	7	9	4

Table 6
Career Guidance Techniques Used as
Related to State

Technique	Percent of Respondents Response by State KS	NE	SD	ND	MO	CO	WY
a. Classes on careers and educational opportunities	50.0	64.7	62.5	70.0	57.1	88.9	75.0
b. Meetings with with seniors	88.0	88.2	79.2	70.0	85.7	100.0	50.0
c. Individual counseling	96.2	82.4	95.8	100.0	85.7	100.0	100.0
d. Role playing	15.4	29.4	20.8	30.0	42.9	55.6	0.0
e. Small group discussion	76.9	76.5	83.3	90.0	42.9	55.6	50.0
f. Films	50.0	58.8	70.8	80.0	57.1	88.9	100.0
g. Videotaping	38.5	52.9	37.5	40.0	42.9	66.7	75.0
h. Area career professionals	76.9	75.0	62.5	90.0	42.9	88.9	100.0
N =	25	17	24	10	7	9	4

Table 7
Techniques for Making Students and Families Aware of Career/Guidance Information and Extracurricular Resources as Related to State

Technique	Percent of Respondents — Response by State						
	KS	NE	SD	ND	MO	CO	WY
a. Bulletin board	96.2	100.0	100.0	90.0	100.0	100.0	75.0
b. School newspaper	57.7	70.6	70.8	40.0	42.9	55.6	75.0
c. Local newspaper	76.9	82.4	79.2	40.0	57.1	77.8	75.0
d. Public address system	76.9	52.9	75.0	88.9	71.4	44.4	75.0
N =	26	17	24	10	7	9	4

Table 8
Selected Guidance/Counseling Program
as Related to State

	Percent of Respondents						
	Response by State						
Program Characteristics	KS	NE	SD	ND	MO	CO	WY
a. Budget	80.8	88.2	91.7	60.0	71.4	88.9	75.0
b. Use of computer based career information system	88.5	52.9	50.0	60.0	71.4	88.9	100.0
c. Follows state standards	92.3	76.5	95.8	80.0	100.0	100.0	75.0
N =	26	17	24	10	7	9	4

Table 9
Specific Curriculum Offerings in Schools
as Related to State

Course	Percent of Respondents Response by State KS	NE	SD	ND	MO	CO	WY
a. College bound curriculum	80.8	94.1	79.2	60.0	71.4	88.9	100.0
b. Vocational offerings	73.1	88.2	79.2	50.0	85.7	100.0	100.0
c. Physics	92.3	100.0	100.0	90.0	71.4	100.0	100.0
d. Chemistry	100.0	100.0	100.0	100.0	100.0	100.0	100.0
e. Computer science	96.2	100.0	100.0	90.0	71.4	100.0	100.0
f. More than one year of foreign language	57.7	70.6	83.3	30.0	71.4	66.7	100.0
g. Trigonometry or calculus	96.2	94.1	66.7	90.0	85.7	100.0	50.0
h. Business management	76.2	70.6	41.7	20.0	42.9	77.8	25.0
N =	26	17	24	10	7	9	4

Table 10
Percentage of Graduates Taking Selected Courses as Related to State

	Percent of Respondents Response by State						
Percentage Taking:	KS	NE	SD	ND	MO	CO	WY
A. Physics or chemistry							
1. 0-10	3.8	11.8	16.7	0.0	42.9	0.0	25.0
2. 11-20	15.4	17.6	12.5	30.0	28.6	22.2	25.0
3. 21-30	23.1	35.3	4.2	0.0	14.3	11.1	25.0
4. 31-40	19.2	0.0	16.7	10.0	0.0	11.1	0.0
5. 41-50	19.2	17.6	20.8	20.0	14.3	22.2	0.0
6. 51-60	3.8	5.9	16.7	20.0	0.0	11.1	25.0
7. 61-70	7.7	0.0	4.2	0.0	0.0	0.0	0.0
8. 71-80	7.7	5.9	8.3	0.0	0.0	0.0	0.0
9. 81-90	0.0	5.9	0.0	10.0	0.0	0.0	0.0
10. 91-100	0.0	0.0	0.0	10.0	0.0	22.2	0.0
N =	26	17	24	10	7	9	4

B. Foreign language							
1. 0-10	42.3	29.4	8.7	70.0	42.9	0.0	50.0
2. 11-20	15.4	11.8	13.0	10.0	42.9	28.6	0.0
3. 21-30	3.8	29.4	26.1	20.0	0.0	28.6	25.0
4. 31-40	23.1	17.6	8.7	0.0	14.3	14.3	0.0
5. 41-50	3.8	0.0	17.4	0.0	0.0	0.0	0.0
6. 51-60	3.8	0.0	8.7	0.0	0.0	14.3	0.0
7. 61-70	3.8	5.9	13.0	0.0	0.0	14.3	0.0
8. 71-80	0.0	0.0	4.3	0.0	0.0	0.0	25.0
9. 81-90	0.0	5.9	0.0	0.0	0.0	0.0	0.0
10. 91-100	3.8	0.0	0.0	0.0	0.0	0.0	0.0
N =	26	17	23	10	7	9	4
C. Trigonometry or calculus							
1. 0-10	11.5	47.1	45.8	30.0	57.1	33.3	50.0
2. 11-20	42.3	5.9	8.3	20.0	28.6	22.2	25.0
3. 21-30	26.9	41.2	16.7	10.0	14.3	0.0	25.0
4. 31-40	15.4	5.9	8.3	0.0	0.0	33.3	0.0
5. 41-50	0.0	0.0	16.7	30.0	0.0	0.0	0.0
6. 51-60	3.8	0.0	0.0	10.0	0.0	0.0	0.0
7. 61-70	0.0	0.0	4.2	0.0	0.0	0.0	0.0
8. 71-80	0.0	0.0	0.0	0.0	0.0	11.1	0.0
9. 81-90	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10. 91-100	0.0	0.0	0.0	0.0	0.0	0.0	0.0
N =	26	17	24	10	7	9	4

D. Business management or advanced business

1.	0-10	15.4	23.5	58.3	70.0	57.1	22.2	0.0
2.	11-20	23.1	11.8	4.2	0.0	28.6	33.3	0.0
3.	21-30	26.9	0.0	4.2	20.0	0.0	0.0	50.0
4.	31-40	11.5	29.4	12.5	0.0	14.3	22.2	50.0
5.	41-50	15.4	11.8	0.0	0.0	0.0	0.0	0.0
6.	51-60	0.0	11.8	12.5	0.0	0.0	11.1	0.0
7.	61-70	0.0	5.9	4.2	0.0	0.0	0.0	0.0
8.	71-80	0.0	0.0	0.0	10.0	0.0	0.0	0.0
9.	81-90	3.8	5.9	0.0	0.0	0.0	0.0	0.0
10.	91-100	3.8	0.0	4.2	0.0	0.0	11.1	0.0
N =		26	17	24	10	7	9	4

Table 11
Most Recent Updating of School Career/Guidance Plan as Related to State

When Last Updated	Percentage of Respondents: Response by State KS	NE	SD	ND	MO	CO	WY
a. Never	0.0	5.9	0.0	0.0	14.3	0.0	0.0
b. Within 2 years	38.5	58.8	79.2	40.0	42.9	66.7	75.0
c. In last 5 years	38.5	17.6	4.2	30.0	14.3	22.2	0.0
d. More than 5 years ago	11.5	11.8	8.3	20.0	14.3	0.0	25.0
e. There is no plan	3.8	5.9	4.2	10.0	14.3	11.1	0.0
N =	26	17	24	10	7	9	4

Table 12
On-Site Recruitment Providers as Related to State

Providers	Percent of Respondents Response by State KS	NE	SD	ND	MO	CO	WY
a. Only colleges/ universities	0.0	5.9	0.0	0.0	0.0	0.0	0.0
b. Only military	0.0	0.0	0.0	0.0	0.0	0.0	0.0
c. Only vocational schools	0.0	0.0	0.0	0.0	0.0	0.0	0.0
d. All groups	92.3	94.1	91.7	80.0	100.0	88.9	100.0
e. Military and vocational schools	0.0	0.0	0.0	10.0	0.0	11.1	0.0
f. Colleges/universities and vocational schools	3.8	0.0	8.3	0.0	0.0	0.0	0.0
g. College/universities and military	0.0	0.0	0.0	10.0	0.0	0.0	0.0
N =	26	17	24	10	7	9	4

Table 13
Percentage of Time Assigned to Guidance/Counseling
as Related to State

	Percentage of Respondents Response by State						
Percentage	KS	NE	SD	ND	MO	CO	WY
a. 0-10	0.0	0.0	4.2	30.0	0.0	11.1	0.0
b. 11-20	3.8	11.8	4.2	10.0	14.3	11.1	0.0
c. 21-30	3.8	0.0	4.2	0.0	0.0	0.0	0.0
d. 31-40	3.8	5.9	8.3	0.0	0.0	11.1	0.0
e. 41-50	15.4	17.6	12.5	0.0	0.0	22.2	0.0
f. 51-60	0.0	11.8	20.8	0.0	14.3	0.0	0.0
g. 61-70	11.5	5.9	8.3	0.0	0.0	0.0	25.0
h. 71-80	7.7	0.0	12.5	0.0	14.3	11.1	25.0
i. 81-90	23.1	11.8	4.2	0.0	14.3	11.1	0.0
j. 91-100	30.8	35.3	20.8	60.0	42.9	22.2	50.0
N =	26	17	24	10	7	9	4

Table Set G includes information about various counseling practices according to the perceptions of counselors. Items reflecting differences between groups of individuals with varying assigned times to counseling are listed below.

- counselors with greater assigned time tend to participate in professional development activities at a greater rate
- counselors with less assigned time tend to use role playing more and films and career professionals more as career guidance techniques

Table Set G

Table 1
Ways of Communication Used By Counselors to Inform Students and Families About Career/Guidance Information and Extracurricular Resources and Activities as Related to Percentage of Time Spent as Guidance Counselors

	Percent of Respondents									
	Assigned Time (%) as Guidance Counselors									
Ways of Communication	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
a. Bulletin board	100.0	100.0	100,0	100.0	100.0	100.0	100.0	100.0	100.0	90.6
b. School newspaper	60.0	42.9	0.0	60.0	66.7	75.0	57.1	62.5	54.5	65.6
c. Public address	60.0	42.9	100.0	60.0	50.0	87.5	42.9	100.0	72.7	77.4
d. Local newspaper	60.0	42.9	100.0	60.0	100.0	87.5	57.1	75.0	72.7	71.9
e. Classes on careers/ education	80.0	42.9	0.0	80.0	33.3	75.0	100.0	37.5	72.7	68.8
f. Planned Meetings With Seniors	60.0	100.0	100.0	100.0	83.3	62.5	85.7	87.5	90.0	81.3
N =	5	7	2	5	12	8	7	8	11	32

Table 2
Number of Professional Development Activities Attended in Last 3-Year Period as Related to Time Assigned to Guidance/Counseling

Number of Activities	Percent of Respondents: Time Assigned to Guidance/Counseling									
	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
a. None	20.0	14.3	0.0	0.0	0.0	12.5	0.0	0.0	0.0	0.0
b. 1-2	20.0	42.9	0.0	20.0	0.0	12.5	0.0	0.0	9.1	6.3
c. 3-4	60.0	42.9	100.0	20.0	25.0	50.0	28.6	37.5	18.2	25.0
d. 5	0.0	0.0	0.0	0.0	0.0	12.5	42.9	12.5	9.1	3.1
e. Over 5	0.0	0.0	0.0	60.0	75.0	12.5	28.6	50.0	63.6	65.6
N =	5	7	2	5	12	8	7	8	11	32

Table 3
Groups Doing On-Site Recruitment as Related
to Percentage of Time Spent as Guidance Counselor

Recruitment by	Percent of Respondents Assigned Time as Guidance Counselor									
	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
a. Only colleges/ universities	0.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0
b. Only the military	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
c. Only vo-tech schools	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
d. All groups	60.0	100.0	100.0	60.0	100.0	87.5	85.7	100.0	100.0	93.8
e. Military and vo-tech schools	40.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
f. Colleges/ universities and vo-tech schools	0.0	0.0	0.0	20.0	0.0	12.5	14.3	0.0	0.0	0.0
g. Colleges/ universities and military	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.1
N =	5	7	2	5	12	8	7	8	11	32

Table 4
Most Recent Update of Career Guidance Plan
as Related to Time (%) Spent in Guidance/Counseling

	Percent of Respondents									
	Response by Percent of Time Spent on Guidance/Counseling									
Time of Last Update	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
a. Never	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.5	0.0	3.1
b. Within 2 years	40.0	28.6	0.0	20.0	66.7	62.5	57.1	37.5	36.4	81.3
c. Within 5 years	20.0	42.9	0.0	40.0	16.7	0.0	28.6	25.0	45.5	9.4
d. More than 5 years ago	20.0	0.0	100.0	0.0	8.3	37.5	14.3	12.5	9.1	6.3
e. There is no plan	20.0	14.3	0.0	40.0	8.3	0.0	0.0	12.5	91.0	0.0
N =	5	7	2	5	12	8	7	8	11	32

Table 5
Career Guidance Techniques Used by Counselors as
Related to percentage fo Time Spent as a Guidance Counselor

Techniques	Percent of Respondents Assigned Time (%) as Guidance Counselor									
	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
a. Individual counseling	100.0	100.0	50.0	80.0	100.0	100.0	100.0	100.0	72.7	96.9
b. Role playing	40.0	28.6	50.0	40.0	25.0	25.0	0.0	37.5	9.1	28.1
c. Small group discussion	40.0	71.4	100.0	100.0	75.0	87.5	71.4	50.0	63.6	81.3
d. Films	100.0	85.7	100.0	80.0	66.7	62.5	71.4	62.5	45.5	59.4
e. Video-taping	40.0	42.9	0.0	60.0	41.7	50.0	71.4	75.0	27.3	40.6
f. Career professionals	80.0	85.7	100.0	60.0	90.9	62.5	71.4	62.5	63.6	75.0
N =	5	7	2	5	12	8	7	8	11	32

Table Set H includes data broken down by school district size, from counselors concerning selected conditions and practices in schools. Notable trends and differences between schools of different sizes are listed below.

- a higher percent of students in smaller schools participate in extracurricular activities
- the smallest schools more often offer classes on career and educational opportunities
- counselors in all size schools use a wide variety of techniques in working with high school students
- larger schools make more use of computer-based career information systems
- virtually all schools, regardless of size, offer chemistry, physics and computer science
- more than one year of foreign language, as a curricular offering, does not appear to be related to school size
- vocational offerings and advanced mathematics are more available in larger schools
- generally less than 50% of all students take physics or chemistry, a foreign language, trig or calculus, and business management regardless of school size
- all size schools alike experience on-site recruiters by colleges/universities, the military and vo-tech schools
- counselors in smaller schools have less of their time assigned to guidance/counseling duties

- counselors in the smallest schools have participated in fewer professional development activities in the last three years
- counselors in larger schools tend to have higher college degrees, although more than one-half in all size schools have at least a M.S. degree
- counselors in smaller schools perceive more often than their larger school counterparts that they will be less well prepared for the future, i.e in five years and in ten years
- regardless of school size, professional development programs in the areas of special needs students, career counseling, and bilingual or non-English speaking students are not readily available

Table Set H

Table 1
Percent of Graduating Class Which Participates
in Extracurricular Activities as Related to District Enrollment

	Percent of Respondents					
	District Enrollment (7-12) Size					
Percent of Class Participating in Extracurricular Activities Such as Music, Drama, Debate, Sports, Clubs	0-50	51-100	101-200	201-300	301-400	401-500
a. Less than 25%	0.0	4.2	2.7	0.0	0.0	0.0
b. 25-50%	4.5	4.0	13.5	20.0	0.0	0.0
c. 51-75%	9.1	29.2	40.5	20.0	60.0	66.7
d. Almost all participate	86.4	66.7	43.2	60.0	40.0	33.3
N =	22	24	37	5	5	3

Table 2
Career Guidance Techniques Used as
Related to District Enrollment Size

Technique	Percent of Respondents District Enrollment (7-12) Size 0-50	51-100	101-200	201-300	301-400	401-500
a. Classes on careers and educational opportunities	82.6	54.2	62.2	40.0	60.0	33.3
b. Meetings with seniors	91.3	83.3	75.0	80.0	100.0	100.0
c. Individual counseling	95.7	100.0	86.5	100.0	100.0	100.0
d. Role playing	39.1	25.0	18.9	20.0	20.0	33.3
e. Small group discussion	73.9	83.3	67.6	80.0	80.0	66.7
f. Films	73.9	75.0	62.2	20.0	80.0	33.3
g. Videotaping	56.5	50.0	35.1	40.0	60.0	33.3
h. Area career professionals	72.7	79.2	78.4	60.0	40.0	66.7
N =	23	24	37	5	5	3

Table 3
Techniques for Making Students and Families Aware of Career/Guidance Information and Extracurricular Resources as Related to School District Size

	Percent of Respondents					
	District Enrollment (7-12) Size					
Technique	0-50	51-100	101-200	201-300	301-400	401-500
a. Bulletin board	100.0	100.0	91.9	100.0	100.0	100.0
b. School newspaper	73.9	45.8	62.2	40.0	80.0	66.7
c. Local newspaper	73.9	75.0	67.6	80.0	80.0	100.0
d. Public address system	39.1	75.0	77.8	100.0	80.0	100.0
N =	23	24	37	5	5	3

Table 4
Selected Guidance Program Characteristics as Related to School District Size

	Percent of Respondents					
	District Enrollment (7-12) Size					
Guidance/Counseling Program Characteristics	0-50	51-100	101-200	201-300	301-400	401-500
a. Budget for guidance/counseling	78.3	83.3	81.1	100.0	100.0	66.7
b. Use of a computer based career information system	56.5	75.0	64.9	100.0	80.0	100.0
c. State standards are followed	82.6	91.7	91.9	80.0	100.0	100.0
N =	23	24	37	5	5	3

Table 5
Specific Curriculum Offerings in Schools
as Related to School District Size

Course	Percent of Respondents District Enrollment (7-12) Size 0-50	51-100	101-200	201-300	301-400	401-500
a. College bound curriculum	69.6	83.3	89.2	80.0	60.0	100.0
b. Vocational offerings	69.6	75.0	83.8	80.0	100.0	100.0
c. Physics	100.0	91.7	91.9	100.0	100.0	100.0
d. Chemistry	100.0	100.0	100.0	100.0	100.0	100.0
e. Computer science	95.7	91.7	97.3	100.0	100.0	100.0
f. More than one year of foreign language	60.9	45.8	78.4	80.0	100.0	66.7
g. Trigonometry or calculus	78.3	91.7	83.8	100.0	80.0	100.0
h. Business management	69.6	37.5	43.2	40.0	60.0	33.3
N =	23	24	37	5	5	3

Table 6
Percentage of Graduates Taking Selected Courses as Related to School District Size

	Percent of Respondents					
	District Enrollment (7-12) Size					
Percentage	0-50	51-100	101-200	201-300	301-400	401-500
A. Taking physics or chemistry						
1. 0-10	4.3	8.3	18.9	20.0	0.0	0.0
2. 11-20	8.7	16.7	24.3	0.0	20.0	66.7
3. 21-30	17.4	8.3	10.8	60.0	40.0	33.3
4. 31-40	17.4	16.7	5.4	0.0	20.0	0.0
5. 41-50	13.0	25.0	21.6	0.0	20.0	0.0
6. 51-60	4.3	8.3	18.9	0.0	0.0	0.0
7. 61-70	4.3	8.3	0.0	0.0	0.0	0.0
8. 71-80	8.7	8.3	0.0	20.0	0.0	0.0
9. 81-90	8.7	0.0	0.0	0.0	0.0	0.0
10. 91-100	13.0	0.0	0.0	0.0	0.0	0.0
N =	23	24	37	5	5	3

B. Taking a foreign language						
1. 0-10	38.1	45.8	21.6	20.0	25.0	33.3
2. 11-20	9.5	12.5	18.9	40.0	25.0	0.0
3. 21-30	19.0	12.5	24.3	0.0	0.0	33.3
4. 31-40	14.3	8.3	18.9	0.0	25.0	0.0
5. 41-50	0.0	8.3	5.4	0.0	25.0	0.0
6. 51-60	0.0	8.3	2.7	20.0	0.0	0.0
7. 61-70	9.5	4.2	5.4	0.0	0.0	33.3
8. 71-80	4.8	0.0	2.7	0.0	0.0	0.0
9. 81-90	4.8	0.0	0.0	0.0	0.0	0.0
10. 91-100	0.0	0.0	0.0	20.0	0.0	0.0
N =	21	24	37	5	5	3
C. Taking trigonometry or calculus						
1. 0-10	52.2	20.8	40.5	20.0	20.0	0.0
2. 11-20	4.3	4.2	35.1	40.0	60.0	33.3
3. 21-30	21.7	25.0	18.9	20.0	0.0	66.7
4. 31-40	8.7	20.8	5.4	20.0	0.0	0.0
5. 41-50	4.3	25.0	0.0	0.0	0.0	0.0
6. 51-60	4.3	4.2	0.0	0.0	0.0	0.0
7. 61-70	0.0	0.0	0.0	0.0	20.0	0.0
8. 71-80	4.3	0.0	0.0	0.0	0.0	0.0
9. 81-90	0.0	0.0	0.0	0.0	0.0	0.0
10. 91-100	0.0	0.0	0.0	0.0	0.0	0.0
N =	23	24	37	5	5	3

D. Taking business management or advanced business training						
1. 0-10	13.0	50.0	43.2	20.0	40.0	33.3
2. 11-20	13.0	8.3	13.5	60.0	0.0	33.3
3. 21-30	8.7	4.2	16.2	0.0	40.0	33.3
4. 31-40	30.4	12.5	13.5	0.0	20.0	0.0
5. 41-50	13.0	4.2	5.4	0.0	0.0	0.0
6. 51-60	13.0	4.2	2.7	20.0	0.0	0.0
7. 61-70	4.3	4.2	0.0	0.0	0.0	0.0
8. 71-80	0.0	0.0	2.7	0.0	0.0	0.0
9. 81-90	4.3	4.2	0.0	0.0	0.0	0.0
10. 91-100	0.0	8.3	2.7	0.0	0.0	0.0
N =	23	24	37	5	5	3

Table 7
Most Recent Updating of School Career/Guidance Plan as Related to District Size

When Last Updated	Percent of Respondents: District Enrollment (7-12) Size 0-50	51-100	101-200	201-300	301-400	401-500
a. Never	0.0	4.2	0.0	20.0	0.0	0.0
b. Within 2 years	47.8	50.0	64.9	60.0	60.0	66.7
c. In last 5 years	30.4	20.8	13.5	20.0	40.0	0.0
d. More than 5 years ago	8.7	20.8	10.8	0.0	0.0	0.0
e. There is no plan	8.7	4.2	5.4	0.0	0.0	33.3
N =	23	24	37	5	5	3

Table 8
On-Site Recruitment Providers as Related
to School District Size

Providers	Percent of Respondents District Enrollment (7-12) Size 0-50	51-100	101-200	201-300	301-400	401-500
a. Only colleges and universities	4.3	0.0	0.0	0.0	0.0	0.0
b. Only military	0.0	0.0	0.0	0.0	0.0	0.0
c. Only vo-tech schools	0.0	0.0	0.0	0.0	0.0	0.0
d. All groups	91.3	83.3	100.0	80.0	80.0	100.0
e. Military and vo-tech schools	4.3	4.2	0.0	0.0	0.0	0.0
f. Colleges, universities and vo-tech schools	0.0	8.3	0.0	0.0	20.0	0.0
g. Colleges, universities and military	0.0	4.2	0.0	0.0	0.0	0.0
N =	23	24	37	5	5	3

Table 9
Percentage of Time Assigned to Guidance/Counseling
as Related to School District Size

	Percent of Respondents					
	District Enrollment (7-12) Size					
Percentage	0-50	51-100	101-200	201-300	301-400	401-500
a. 0-10	13.0	4.2	2.7	0.0	0.0	0.0
b. 11-20	26.1	4.2	0.0	0.0	0.0	0.0
c. 21-30	0.0	0.0	5.4	0.0	0.0	0.0
d. 31-40	8.7	4.2	2.7	20.0	0.0	0.0
e. 41-50	13.0	16.7	13.5	0.0	0.0	0.0
f. 51-60	13.0	12.5	2.7	0.0	20.0	0.0
g. 61-70	4.3	20.8	0.0	0.0	20.0	0.0
h. 71-80	4.3	12.5	8.1	20.0	0.0	0.0
i. 81-90	4.3	4.2	18.9	0.0	20.0	33.3
j. 91-100	13.0	20.8	45.9	60.0	40.0	66.7
N =	23	24	37	5	5	3

Table 10
Participation in Professional Development Activities
as Related to District Size

Number of Professional Development Activities Attended in Last 3 Years	Percent of Respondents Response by Size of District Enrollment 0-50	51-100	101-200	201-300	301-400	401-500
a. 0	0.0	8.3	2.7	0.0	0.0	0.0
b. 1-2	17.4	8.3	5.4	0.0	0.0	33.3
c. 3-4	52.2	16.7	27.0	60.0	40.0	0.0
d. 5	8.7	8.3	8.1	0.0	0.0	0.0
e. More than 5	21.7	50.0	54.1	40.0	60.0	66.7
N =	23	24	37	5	5	3

Table 11
Counselors' Professional Preparation as
Related to District Size

Highest Level of Education	Percent of Respondents — Enrollment of District					
	0-50	51-100	101-200	201-300	301-400	401-500
a. B.S./B.A.	17.4	8.7	2.7	0.0	0.0	0.0
b. M.S, M.Ed. in unrelated field	13.0	4.3	0.0	0.0	0.0	0.0
c. M.S., M.Ed. in related field	47.8	47.8	67.6	80.0	60.0	0.0
d. Credentials in guidance/counseling	4.3	26.1	24.3	20.0	20.0	66.7
e. Graduate study in guidance/counseling, no graduate degree	17.4	13.0	2.7	0.0	20.0	33.3
f. Ph.D. in guidance/ counseling	0.0	0.0	0.0	0.0	0.0	0.0
g. Ph.D. in unrelated field	0.0	0.0	2.7	0.0	0.0	0.0
N =	23	23	37	5	5	3

Table 12
Counselors' Perception of Their Projected Preparation in 5 Years and 10 Years as Related to School District

Perception	Percent of Respondents District Size (7-12 Enrollment) 0-50	51-100	101-200	201-300	301-400	401-500
A. In 5 years						
1. Very well prepared	26.1	37.5	51.4	40.0	60.0	66.7
2. Adequately prepared	39.1	33.3	27.0	40.0	40.0	33.3
3. Not adequately prepared as I would like	26.1	16.7	18.9	20.0	0.0	0.0
4. Poorly prepared	4.3	4.2	0.0	0.0	0.0	0.0
5. Not applicable	4.3	8.3	2.7	0.0	0.0	0.0
N =	23	24	37	5	5	3
B. In 10 years						
1. Very well prepared	17.4	37.5	48.6	20.0	40.0	33.3
2. Adequately prepared	39.1	33.3	27.0	60.0	20.0	33.3
3. Not adequately prepared	21.7	16.7	18.9	20.0	0.0	33.3
4. Poorly prepared	4.3	4.2	0.0	0.0	0.0	0.0
5. Not applicable	17.4	8.3	5.4	0.0	40.0	0.0
N =	23	24	37	5	5	3

Table 13
Availability of Specific Professional Development Programs
Within 60 Driving Miles of Residence by District Size
A. Programs for Special Needs Students
B. Career Counseling
C. Bilingual or Non-English Students

	Percent of Respondents					
	Response by District Size					
Availability of Programs	0-50	51-100	101-200	201-300	301-400	401-500
a. A available	22.7	4.2	10.8	0.0	20.0	0.0
b. B available	9.1	12.5	2.7	0.0	0.0	0.0
c. C available	0.0	0.0	0.0	0.0	0.0	0.0
d. A & B available	22.7	33.3	32.4	40.0	60.0	33.3
e. B & C available	0.0	0.0	2.7	0.0	0.0	0.0
f. A & C available	9.1	0.0	0.0	0.0	0.0	0.0
g. All available	22.7	37.5	32.4	60.0	20.0	33.3
h. None available	13.6	12.5	18.9	0.0	0.0	33.3
N =	22	24	37	5	5	3

Table Set I includes superintendents' considerations of selected community factors, and the data are broken down by 7-12 school district enrollment sizes. Communities with smaller school enrollment tend to have:

- poorer vocational, adult, and preschool education programs
- poorer police/fire protection, libraries, legal and medical services
- fewer specified community services
- less availability of consumable goods
- lower frequency of consumable goods being purchased in the local community
- county or area newspapers, as opposed to local newspapers

Table Set I

Table 1
Rating of Adequacy of Community Factors as Related to School District Size

	Percent of Respondents					
	School District Enrollment (7-12)					
	0-50	51-100	101-200	201-300	301-400	401-500
A. Job opportunities						
1. Very poor	40.0	37.1	36.2	30.0	50.0	0.0
2. Poor	50.0	45.7	57.4	50.0	33.3	100.0
3. Good	3.3	14.3	6.4	20.0	16.7	0.0
4. Very good	3.3	0.0	0.0	0.0	0.0	0.0
5. Does not exist	3.3	2.9	0.0	0.0	0.0	0.0
N =	30	35	47	10	6	2
B. Housing for elderly						
1. Very poor	14.3	20.0	2.1	0.0	16.7	0.0
2. Poor	32.1	2.9	14.9	18.2	0.0	0.0
3. Good	17.9	37.1	55.3	36.4	50.0	100.0
4. Very good	21.4	31.4	25.5	27.3	33.3	0.0
5. Does not exist	14.3	8.6	2.1	9.1	0.0	0.0
N =	28	35	47	11	6	2
C. Rental housing						
1. Very poor	23.3	14.7	6.4	0.0	0.0	0.0
2. Poor	53.3	41.2	27.7	54.5	66.7	50.0
3. Good	13.3	41.2	57.4	36.4	33.3	0.0
4. Very good	6.7	2.9	8.5	0.0	0.0	50.0
5. Does not exist	3.3	0.0	0.0	0.0	0.0	0.0
N =	30	34	47	11	6	2

D. Houses to buy						
1. Very poor	10.0	5.7	4.3	0.0	0.0	0.0
2. Poor	43.3	42.9	14.9	9.1	0.0	0.0
3. Good	30.0	31.4	46.8	36.4	33.3	50.0
4. Very good	13.3	17.1	34.0	45.5	66.7	50.0
5. Does not exist	3.3	2.9	0.0	0.0	0.0	0.0
N =	30	35	47	11	6	2
E. Vocational education programs						
1. Very poor	33.3	11.4	14.9	0.0	0.0	0.0
2. Poor	10.0	28.6	34.0	20.0	16.7	50.0
3. Good	33.3	37.1	25.5	20.0	50.0	0.0
4. Very good	6.7	20.0	17.0	40.0	16.7	50.0
5. Does not exist	16.7	2.9	8.5	10.0	16.7	0.0
N =	30	35	47	10	6	2
F. Adult education programs						
1. Very poor	17.2	8.6	13.0	0.0	0.0	0.0
2. Poor	34.5	48.6	28.3	9.1	16.7	0.0
3. Good	31.0	25.7	37.0	36.4	66.7	50.0
4. Very good	10.3	14.3	10.9	36.4	16.7	50.0
5. Does not exist	6.9	2.9	10.9	9.1	0.0	0.0
N =	29	35	46	11	6	2

G. Preschools						
1. Very poor	30.0	20.0	10.6	0.0	0.0	0.0
2. Poor	16.7	25.7	21.3	27.3	16.7	50.0
3. Good	36.7	28.6	42.6	45.5	66.7	0.0
4. Very good	10.0	14.3	14.9	18.2	16.7	50.0
5. Does not exist	6.7	11.4	10.6	0.0	0.0	0.0
N =	30	35	47	11	6	2
H. Grade school facilities						
1. Very poor	3.3	0.0	0.0	0.0	0.0	0.0
2. Poor	3.3	2.9	6.4	18.2	0.0	0.0
3. Good	26.7	25.7	31.9	9.1	16.7	50.0
4. Very good	66.7	71.4	61.7	63.6	83.3	50.0
5. Does not exist	0.0	0.0	0.0	9.1	0.0	0.0
N =	30	35	47	11	6	2
I. High school facilities						
1. Very poor	0.0	0.0	0.0	0.0	0.0	0.0
2. Poor	6.7	5.9	8.5	0.0	0.0	0.0
3. Good	36.7	32.4	31.9	18.2	16.7	50.0
4. Very good	56.7	61.8	59.6	72.7	83.3	50.0
5. Does not exist	0.0	0.0	0.0	9.1	0.0	0.0
N =	30	34	47	11	6	2

J. Park and recreation programs						
1. Very poor	0.0	2.9	4.3	0.0	0.0	0.0
2. Poor	20.7	17.1	34.0	20.0	16.7	0.0
3. Good	55.2	48.6	42.6	40.0	50.0	0.0
4. Very good	13.8	25.7	19.1	30.0	33.3	100.0
5. Does not exist	10.3	5.7	0.0	0.0	0.0	0.0
N =	29	35	47	10	6	2
K. Street repair and maintenance						
1. Very poor	13.3	8.6	23.4	0.0	33.3	0.0
2. Poor	23.3	34.3	29.8	0.0	33.3	0.0
3. Good	43.3	37.1	36.2	54.5	16.7	100.0
4. Very good	16.7	14.3	6.4	36.4	16.7	0.0
5. Does not exist	3.3	5.7	4.3	0.0	0.0	0.0
N =	30	35	47	11	6	2
L. Churches						
1. Very poor	3.4	2.9	8.5	0.0	0.0	0.0
2. Poor	34.5	40.0	25.5	36.4	0.0	50.0
3. Good	55.2	57.1	66.0	54.5	100.0	50.0
4. Very good	6.9	0.0	0.0	0.0	0.0	0.0
5. Does not exist	0.0	0.0	0.0	9.1	0.0	0.0
N =	29	35	47	11	6	2

M.	Community involvement					
1.	Very poor	0.0	8.6	4.3	0.0	0.0	0.0
2.	Poor	13.3	17.1	25.5	18.2	0.0	0.0
3.	Good	53.3	42.9	46.8	54.5	50.0	50.0
4.	Very good	33.3	31.4	23.4	18.2	50.0	50.0
5.	Does not exist	0.0	0.0	0.0	9.1	0.0	0.0
N =		30	35	47	11	6	2
N.	Active city government						
1.	Very poor	0.0	2.9	8.7	0.0	0.0	0.0
2.	Poor	40.0	25.7	32.6	0.0	33.3	0.0
3.	Good	40.0	54.3	43.5	63.6	33.3	100.0
4.	Very good	10.0	8.6	10.9	27.3	33.3	0.0
5.	Does not exist	10.0	8.6	4.3	0.0	0.0	0.0
N =		30	35	46	11	6	1
O.	Police/fire protection						
1.	Very poor	10.3	0.0	8.5	0.0	0.0	0.0
2.	Poor	20.7	32.4	12.8	0.0	16.7	0.0
3.	Good	48.3	55.9	57.4	40.0	33.3	50.0
4.	Very good	20.7	11.8	21.3	50.0	50.0	50.0
5.	Does not exist	0.0	0.0	0.0	10.0	0.0	0.0
N =		29	34	47	10	6	2

P. Library						
1. Very poor	16.7	0.0	10.6	0.0	0.0	0.0
2. Poor	16.7	25.7	27.7	0.0	33.3	0.0
3. Good	36.7	54.3	38.3	63.6	16.7	50.0
4. Very good	10.0	14.3	21.3	27.3	50.0	50.0
5. Does not exist	20.0	5.7	2.1	0.0	0.0	0.0
N =	30	35	47	11	6	2
Q. Legal services						
1. Very poor	13.3	5.9	14.9	0.0	0.0	0.0
2. Poor	20.0	26.5	21.3	0.0	16.7	0.0
3. Good	16.7	23.5	31.9	63.6	50.0	50.0
4. Very good	6.7	14.7	17.0	27.3	33.3	50.0
5. Does not exist	43.3	26.5	14.9	0.0	0.0	0.0
N =	30	34	47	11	6	2
R. Medical services						
1. Very poor	10.0	5.7	4.3	0.0	0.0	0.0
2. Poor	26.7	28.6	25.5	0.0	33.3	0.0
3. Good	13.3	34.3	42.6	40.0	16.7	50.0
4. Very good	0.0	11.4	19.1	50.0	50.0	50.0
5. Does not exist	50.0	20.0	8.5	0.0	0.0	0.0
6. Other				10.0		
N =	30	35	47	10	6	2

S.	Entrepreneurial opportunities						
1.	Very poor	33.3	25.7	21.3	0.0	16.7	0.0
2.	Poor	33.3	40.0	46.8	30.0	33.3	50.0
3.	Good	20.0	25.7	25.5	50.0	33.3	50.0
4.	Very good	3.3	5.7	4.3	20.0	16.7	0.0
5.	Does not exist	10.0	2.9	2.1	0.0	0.0	0.0
N =		30	35	47	10	6	2
T.	Trash service						
1.	Very poor	10.0	6.1	6.5	0.0	0.0	0.0
2.	Poor	10.0	6.1	8.7	0.0	0.0	0.0
3.	Good	26.7	63.6	52.2	54.5	33.3	100.0
4.	Very good	26.7	18.2	32.6	36.4	66.7	0.0
5.	Does not exist	26.7	6.1	0.0	0.0	0.0	0.0
N =		30	33	46	11	6	2
U.	Community organization cooperation						
1.	Very poor	6.7	5.9	6.4	0.0	0.0	0.0
2.	Poor	10.0	17.6	21.3	0.0	0.0	0.0
3.	Good	46.7	47.1	42.6	63.6	66.7	50.0
4.	Very good	30.0	29.4	27.7	27.3	16.7	50.0
5.	Does not exist	6.7	0.0	2.1	0.0	16.7	0.0
N =		30	34	47	11	6	2

V.	Zoning ordinances/land use plans					
1.	Very poor	3.6	12.1	13.0	0.0	16.7	0.0
2.	Poor	28.6	24.2	21.7	0.0	16.7	0.0
3.	Good	28.6	48.5	47.8	50.0	50.0	50.0
4.	Very good	14.3	3.0	10.9	40.0	0.0	50.0
5.	Does not exist	25.0	12.1	6.5	0.0	16.7	0.0
6.	Other				10.0		
N =		28	33	46	10	6	2
W.	City appearance						
1.	Very poor	14.3	2.9	6.4	0.0	16.7	0.0
2.	Poor	10.7	32.4	31.9	10.0	16.7	50.0
3.	Good	42.9	32.4	44.7	30.0	33.3	50.0
4.	Very good	28.6	29.4	17.0	50.0	33.3	0.0
5.	Does not exist	3.6	2.9	0.0	0.0	0.0	0.0
6.	Other				10.0		
N =		28	34	47	10	6	2

Table 2
Number of Specified Community Services (Banking, Insurance, Hair Care, Car Care, Dentist, Physician, Hospital, Restaurant, Movie Theater) Available as Related to School District Size

	Percent of Respondents					
	School District Enrollment (7-12)					
Number of Services	0-50	51-100	101-200	201-300	301-400	401-500
a. 0-2	26.7	17.6	4.3	0.0	0.0	0.0
b. 3-4	20.0	2.9	8.7	0.0	0.0	0.0
c. 5-6	36.7	38.2	32.6	0.0	0.0	0.0
d. 7-8	3.3	32.4	23.9	36.4	20.0	50.0
e. 9-10	6.7	2.9	28.3	54.5	80.0	50.0
f. Other	0.0	0.0	2.2	9.1	0.0	0.0
N =	30	34	46	11	5	2

Table 3
Availability of Consumable Goods as Related to School District Size

	Percent of Respondents					
	School District Enrollment (7-12)					
Availability in Community	0-50	51-100	101-200	201-300	301-400	401-500
a. Most can be supplied	3.3	26.5	47.8	60.0	83.3	0.0
b. Some can be supplied	23.3	20.6	19.6	0.0	16.7	100.0
c. A few can be supplied	33.3	32.4	21.7	30.0	0.0	0.0
d. Hardly any can be supplied	0.0	0.0	0.0	10.0	0.0	0.0
N =	30	34	46	10	6	2

Table 4
Purchasing Frequency in Community of Consumable Items
as Related to District Size

	Percent of Respondents					
	School District Enrollment (7-12)					
Frequency	0-50	51-100	101-200	201-300	301-400	401-500
a. Almost all the time	16.7	17.6	21.3	36.4	33.3	0.0
b. More than half the time	10.0	20.6	23.4	36.4	33.3	50.0
c. Half the time	20.0	23.5	17.0	0.0	16.7	50.0
d. Less than half the time	30.0	5.9	12.8	9.1	0.0	0.0
e. Hardly ever	13.3	5.9	0.0	0.0	0.0	0.0
f. Not applicable						
N =	30	33	47	11	6	2

Table 5
Average Educational Level of Adults in Community
as Related to School District Size

Educational Level	Percent of Respondents School District Enrollment (7-12) 0-50	51-100	101-200	201-300	301-400	401-500
a. College graduates	0.0	0.0	0.0	0.0	0.0	0.0
b. High school/some college	33.3	30.3	27.7	54.5	33.3	100.0
c. High school/ vocational training	10.0	9.1	14.9	0.0	16.7	0.0
d. High school graduate	53.3	60.6	53.2	36.4	50.0	0.0
e. Less than high school graduate	3.3	0.0	4.3	0.0	0.0	0.0
f. Other				9.1		
N =	30	33	47	11	6	2

Table 6
Community Characteristics as
Related to School District

Characteristics	Percent of Respondents School District Enrollment (7-12) 0-50	51-100	101-200	201-300	301-400	401-500
a. Predominate national heritage other than American	43.3	17.6	28.3	9.1	50.0	0.0
b. Within 70 miles of city over 100,000	23.3	12.1	38.3	54.5	16.7	0.0
c. Agricultural community	96.7	88.6	85.1	90.0	83.3	50.0
d. County seat	10.0	20.0	31.9	54.5	66.7	50.0
e. Has local newspaper	50.0	74.3	76.6	81.8	100.0	100.0
f. County or area newspaper	96.7	88.6	91.5	100.0	83.3	100.0
g. Served by newspaper with statewide distribution	73.3	82.9	74.5	70.0	33.3	100.0
h. Radio station featuring community events	50.0	65.7	55.3	72.7	66.7	100.0
N =	30	35	47	11	6	2

Table 7
Average Community Socio Economic Class
as Related to School District Size

Socio Economic Class	Percent of Respondents School District Enrollment (7-12) 0-50	51-100	101-200	201-300	301-400	401-500
a. Upper class	3.0	0.0	0.0	0.0	0.0	0.0
b. Upper middle class	3.3	0.0	0.0	9.1	0.0	0.0
c. Middle class	43.3	39.4	46.8	63.6	66.7	100.0
d. Lower middle class	10.0	60.6	44.7	18.2	16.7	0.0
e. Lower class	0.0	0.0	0.0	9.1	0.0	0.0
N =	30	33	47	11	6	2

Table Set J considers community factors, as expressed by superintendents, with respect to geographic isolation. Overall, communities that are closer than 70 miles to a city over 100,000 tend to have:

- poorer rental housing
- better vocational education programs
- poorer parks and recreation programs
- more specified community services
- fewer radio stations that feature community events and local newspapers

Table Set J

Table 1
Rating of Adequacy of Community Factors
as Related to Community Isolation

	Percent of Respondents	
	Community Within 70 Miles of City Over 100,000	
	Yes	No
A. Job opportunities		
1. Very poor	33.3	37.4
2. Poor	58.3	49.5
3. Good	5.6	11.0
4. Very good	0.0	1.1
5. Does not exist	2.8	1.1
N =	36	91
B. Housing for elderly		
1. Very poor	2.9	11.1
2. Poor	31.4	8.9
3. Good	37.1	43.3
4. Very good	20.0	30.0
5. Does not exist	8.6	6.7
N =	35	90
C. Rental housing		
1. Very poor	8.3	12.2
2. Poor	63.9	33.3
3. Good	25.0	45.6
4. Very good	2.8	7.8
5. Does not exist	0.0	1.1
N =	36	9

D. Houses to buy		
1. Very poor	5.6	4.4
2. Poor	22.2	29.7
3. Good	52.8	33.0
4. Very good	19.4	30.8
5. Does not exist	0.0	2.2
N =	35	91
E. Vocational education programs		
1. Very poor	11.4	16.5
2. Poor	17.1	28.6
3. Good	31.4	31.9
4. Very good	25.7	15.4
5. Does not exist	14.3	7.7
N =	35	91
F. Adult education programs		
1. Very poor	13.9	9.0
2. Poor	27.8	33.7
3. Good	36.1	34.8
4. Very good	11.1	16.9
5. Does not exist	11.1	5.6
N =	36	89

G. Preschools		
1. Very poor	19.4	13.2
2. Poor	22.2	23.4
3. Good	36.1	39.6
4. Very good	13.9	15.4
5. Does not exist	8.3	8.8
N =	36	91
H. Grade school facilities		
1. Very poor	2.8	0.0
2. Poor	5.6	5.5
3. Good	36.1	23.1
4. Very good	55.6	71.4
5. Does not exist	0.0	0.0
N =	36	91
I. High school facilities		
1. Very poor	0.0	0.0
2. Poor	2.9	7.7
3. Good	48.6	24.2
4. Very good	48.6	68.1
5. Does not exist	0.0	0.0
N =	35	91

J. Parks and recreation programs		
1. Very poor	2.9	2.2
2. Poor	40.0	16.7
3. Good	42.9	48.9
4. Very good	8.6	28.9
5. Does not exist	5.7	3.3
N =	35	90
K. Street repair and maintenance		
1. Very poor	27.8	9.9
2. Poor	16.7	29.7
3. Good	38.9	41.8
4. Very good	8.3	16.5
5. Does not exist	8.3	2.2
N =	36	91
L. Churches		
1. Very poor	8.6	3.3
2. Poor	28.6	33.0
3. Good	60.0	62.6
4. Very good	2.9	1.1
5. Does not exist	0.0	0.0
N =	35	91

M. Community involvement		
1. Very poor	2.8	4.4
2. Poor	27.8	15.4
3. Good	41.7	50.5
4. Very good	27.8	29.7
5. Does not exist	0.0	0.0
N =	36	91
N. Active city government		
1. Very poor	8.6	1.1
2. Poor	25.7	31.1
3. Good	40.0	51.1
4. Very good	8.6	14.4
5. Does not exist	17.1	2.2
N =	35	90
O. Police/fire protection		
1. Very poor	11.4	3.4
2. Poor	8.6	21.3
3. Good	62.9	50.6
4. Very good	17.1	24.7
5. Does not exist	0.0	0.0
N =	35	89

P. Library programs		
1. Very poor	8.3	7.7
2. Poor	25.0	20.9
3. Good	52.8	40.7
4. Very good	8.3	23.1
5. Does not exist	5.6	7.7
N =	36	91
Q. Legal services		
1. Very poor	11.1	8.9
2. Poor	25.0	17.8
3. Good	30.6	30.0
4. Very good	11.1	18.9
5. Does not exist	22.2	23.3
N =	36	90
R. Medical services		
1. Very poor	2.9	5.5
2. Poor	28.6	23.1
3. Good	40.0	29.7
4. Very good	5.7	22.0
5. Does not exist	22.9	19.8
N =	35	91

S.	Entrepreneurial opportunities		
1.	Very poor	25.0	22.0
2.	Poor	38.9	40.7
3.	Good	25.0	27.5
4.	Very good	2.8	7.7
5.	Does not exist	8.3	2.2
N =		36	91
T.	Trash service		
1.	Very poor	8.3	5.6
2.	Poor	5.6	6.7
3.	Good	52.8	48.3
4.	Very good	22.2	32.6
5.	Does not exist	11.1	6.7
N =		36	89
U.	Community organization cooperation		
1.	Very poor	5.6	5.6
2.	Poor	8.3	17.8
3.	Good	52.8	46.7
4.	Very good	30.6	26.7
5.	Does not exist	2.8	3.3
N =		36	90

V.	Zoning ordinances/land use plan		
1.	Very poor	15.2	7.9
2.	Poor	12.1	25.8
3.	Good	42.4	43.8
4.	Very good	18.2	10.1
5.	Does not exist	12.1	12.4
N =		33	89
W.	City appearance		
1.	Very poor	5.9	7.9
2.	Poor	26.5	25.5
3.	Good	50.0	37.1
4.	Very good	14.7	31.5
5.	Does not exist	2.9	1.1
N =		34	89

Table 2
Number of Specified Community Services (Banking, Insurance, Hair Care, Car Care, Dentist, Physician, Hospital, Restaurant, Movie Theater) Available as Related to Community Isolation

	Percent of Respondent	
	Community Within 70 Miles of City Over 100,000	
Number of Services	Yes	No
a. 0-2	16.7	10.1
b. 3-4	11.1	7.9
c. 5-6	30.6	31.5
d. 7-8	30.6	19.1
3. 9-10	11.1	25.8
N =	36	89

Table 3
Availability of Consumable Goods as Related
to Community Isolation

	Percent of Respondents	
	Community Within 70 Miles of City Over 100,000	
Availability in Community	Yes	No
a. Most can be supplied	31.4	35.6
b. Some can be supplied	8.6	24.4
c. Few can be supplied	28.6	26.7
d. Hardly any can be supplied	31.4	13.3
N =	35	90

Table 4
Community Characteristics as Related to Community Isolation

Characteristics	Percent of Respondents: Community Within 70 Miles of City Over 100,000 — Yes	No
a. Predominate national heritage other than American	22.2	30.0
b. Within 10 miles of city over 100,000	100.00	0.0
c. Agricultural community	91.7	86.8
d. County seat	13.9	34.1
e. Has local newspaper	58.3	78.0
f. County or area newspaper	97.2	90.1
g. Served by a newspaper with statewide distribution	69.4	75.8
h. Radio station featuring community events	50.0	62.6
N =	36	91

Table 5
Purchasing Frequency in Community of Consumable Products as Related to Community Isolation

	Percent of Respondents	
	Community Within 70 Miles of City Over 100,000	
Frequency	Yes	No
a. Almost all the time	16.7	23.1
b. More than half the time	25.0	18.7
c. Half the time	25.0	20.4
d. Less than half the time	11.1	20.9
e. Hardly ever	13.9	13.2
f. Not applicable	8.3	3.3
N =	36	91

Table 6
Average Community Socio Economic Class as Related to Community Isolation

	Percent of Respondents	
	Community Within 70 Miles of City Over 100,000	
Socio Economic Class	Yes	No
a. Upper class	0.0	0.0
b. Upper middle class	0.0	2.2
c. Middle class	52.8	46.7
d. Lower middle class	41.7	44.4
e. Lower class	5.6	6.7
N =	36	90

Table 7
Average Educational Level of Adults in Community
as Related to Community Isolation

	Percent of Respondents	
	Community Within 70 Miles of City Over 100,000	
Educational Level	Yes	No
a. College graduate	31.4	34.1
b. High school/ college	11.4	11.0
c. High school/vocational training	54.3	52.7
d. High school graduate	2.9	2.2
e. Less than high school graduate	0.0	0.0
N =	35	91

Table Set K includes responses categorized by state from school superintendents or their representatives about their communities. In some cases these data represent factual information, and in others, they reflect expressed values concerning selected community factors. Notable findings are:

- consistency of all factors across states
- job opportunities are poor
- housing for the elderly seems to be better than rental housing, while housing to buy is related highest
- considerable variation in the quality of vocational, adult and preschool programs exists
- facilities are considered to be good to very good
- community involvement is good to very good, while community organization is good to very good
- enterpreneurial opportunities are generally limited, but services, such as legal, medical, etc. appear to be acceptable
- the availability of consummable goods varies quite a bit within states, but overall about half report that few or hardly any can be supplied
- about one-half purchase consummable goods in their communities one half or less of the time

- middle to upper middle class is predominant makeup of the people in the communities, and the average educational level of adults is high school or higher
- the vast majority of the communities would be classified as agriculture, and 2/3 or more are served by a local newspaper, while one half or more are served by a radio station that features community events

Table 1
Rating of Adequacy of Community Factors
as Related to State

Percent of Respondents

Response by State

	KS	NE	SD	ND	MO	CO	WY
A. Job opportunities							
1. Very poor	28.0	44.4	26.1	10.0	58.8	47.8	35.7
2. Poor	60.00	55.6	52.2	60.0	35.3	47.8	50.0
3. Good	8.0	0.0	13.0	30.0	5.9	4.3	14.3
4. Very good	4.0	0.0	0.0	0.0	0.0	0.0	0.0
5. Does not exist	0.0	0.0	8.7	0.0	0.0	0.0	0.0
N =	25	18	23	10	17	23	14
B. Housing for elderly							
1. Very poor	0.0	0.0	0.0	0.0	16.7	26.1	28.6
2. Poor	16.0	33.3	4.8	20.0	11.1	17.4	0.0
3. Good	60.0	16.7	57.1	30.0	27.8	39.1	42.9
4. Very good	24.0	38.9	33.3	40.0	38.9	0.0	21.4
5. Does not exist	0.0	11.1	4.8	10.0	0.0	17.4	7.1
N =	25	18	21	10	18	23	14
C. Rental housing							
1. Very poor	4.0	22.2	8.7	0.0	16.7	13.6	14.3
2. Poor	60.0	44.4	34.8	10.0	55.6	40.9	21.4
3. Good	32.0	27.8	52.2	60.0	22.2	31.8	64.3
4. Very good	4.0	5.6	4.3	20.0	0.0	13.6	0.0
5. Does not exist	0.0	0.0					
N =	25	18	23	10	18	22	14

D.	Houses to buy							
1.	Very poor	0.0	5.6	4.3	20.0	11.1	4.3	0.0
2.	Poor	20.0	33.3	34.8	20.0	33.3	26.1	21.4
3.	Good	48.0	33.3	34.8	40.0	33.3	34.8	35.7
4.	Very good	32.0	27.8	26.1	20.0	16.7	26.1	42.9
5.	Does not exist	0.0	0.0	0.0	0.0	0.0	8.7	
N =		25	18	23	10	18	23	14
E.	Vocational education programs							
1.	Very poor	16	17.6	8.7	10.0	16.7	26.1	14.3
2.	Poor	20.0	17.6	30.4	40.0	27.8	17.4	35.7
3.	Good	44.0	35.3	30.4	10.0	22.2	21.7	42.9
4.	Very good	8.0	17.6	8.7	30.0	27.8	30.4	7.1
5.	Does not exist	12.0	11.8	21.7	10.0	0.0	4.3	
N =		25	17	23	10	18	23	14
F.	Adult education programs							
1.	Very poor	8.3	5.6	0.0	0.0	27.8	17.4	15.4
2.	Poor	25.0	22.2	52.2	40.0	27.8	39.1	15.4
3.	Good	37.5	55.6	34.8	30.0	22.2	21.7	38.5
4.	Very good	20.8	16.7	4.3	10.0	16.7	8.7	30.8
5.	Does not exist	8.3	0.0	8.7	20.0	0.0	13.0	0.0
N =		24	18	23	10	18	23	13

G. Preschools							
1. Very poor	20.0	11.1	13.0	0.0	11.1	21.7	28.6
2. Poor	28.0	33.3	21.7	10.0	27.8	17.4	7.1
3. Good	36.0	27.8	43.5	70.0	44.4	26.1	35.7
4. Very good	12.0	27.8	13.0	10.0	11.1	8.7	21.4
5. Does not exist	4.0	0.0	8.7	10.0	0.0	26.1	7.1
N =	25	18	23	10	18	23	14
H. Grade school facilities							
1. Very poor	0.0	0.0	0.0	0.0	0.0	4.3	0.0
2. Poor	8.0	0.0	4.3	0.0	11.1	0.0	14.3
3. Good	32.0	38.9	8.7	30.0	22.2	34.8	21.4
4. Very good	60.0	61.1	87.0	70.0	61.1	60.9	64.3
5. Does not exist	0.0	0.0	0.0	0.0	5.6	0.0	0.0
N =	25	18	23	10	18	23	14
I. High school facilities							
1. Very poor	0.0	0.0		0.0	0.0	0.0	0.0
2. Poor	0.0	0.0	8.7	10.0	5.9	8.7	14.3
3. Good	36.0	33.3	17.4	30.0	47.1	26.1	35.7
4. Very good	64.0	66.7	73.9	60.0	41.2	65.2	50.0
5. Does not exist	0.0	0.0	0.0	0.0	5.9	0.0	0.0
N =	25	18	23	10	17	23	14

J.	Parks and recreational programs						
1.	Very poor	4.0	5.9	0.0	0.0	5.9	0.0	0.0
2.	Poor	24.0	5.9	4.3	30.0	47.1	43.5	14.3
3.	Good	40.0	70.6	60.9	40.0	35.3	30.4	50.0
4.	Very good	32.0	17.6	26.1	20.0	5.9	17.4	35.7
5.	Does not exist	0.0	0.0	8.7	10.0	0.0	8.7	0.0
N =		25	17	23	10	17	23	14
K.	Street repair and maintenance							
1.	Very poor	28.0	16.7	4.3	10.0	22.2	13.0	7.1
2.	Poor	12.0	27.8	43.5	20.0	27.8	30.4	21.4
3.	Good	48.0	22.2	39.1	70.0	38.9	34.8	35.7
4.	Very good	12.0	33.3	8.7	0.0	5.6	8.7	28.6
5.	Does not exist	0.0	0.0	4.3	0.0	0.0	13.0	7.1
N =		25	18	23	10	18	23	14
L.	Churches							
1.	Very poor	4.0	5.9	8.7	0.0	11.1	0.0	0.0
2.	Poor	32.0	23.5	26.1	50.0	27.8	34.8	35.7
3.	Good	64.0	70.6	60.9	50.0	55.6	60.9	64.3
4.	Very good	0.0	0.0	4.3	0.0	0.0	4.3	0.0
5.	Does not exist	0.0	0.0	0.0	0.0	5.6	0.0	0.0
N =		25	17	23	10	18	23	14

M.	Community involvement							
1.	Very poor	0.0	11.1	0.0	0.0	5.6	0.0	14.3
2.	Poor	28.0	16.7	8.7	20.0	22.2	13.0	21.4
3.	Good	48.0	50.0	43.5	70.0	50.0	47.8	35.7
4.	Very good	24.0	22.2	47.8	10.0	16.7	39.1	28.6
5.	Does not exist	0.0	0.0	0.0	0.0	5.6	0.0	0.0
N =		25	18	23	10	18	23	14
N.	Active city government							
1.	Very poor	4.2	5.9	0.0	0.0	11.1	4.3	0.0
2.	Poor	29.2	47.1	30.4	40.0	22.2	17.4	28.6
3.	Good	54.2	29.4	56.5	60.0	50.0	39.1	42.9
4.	Very good	12.5	17.6	8.7	0.0	11.1	8.7	28.6
5.	Does not exist	0.0	0.0	4.3	0.0	0.0	30.4	0.0
N =		24	17	23	10	18	23	14
O.	Police/fire protection							
1.	Very poor	4.0	11.8	4.5	0.0	11.8	4.3	0.0
2.	Poor	12.0	11.8	13.6	30.0	41.2	13.0	21.4
3.	Good	60.0	52.9	68.2	70.0	29.4	52.2	28.6
4.	Very good	24.0	23.5	13.6	0.0	11.8	30.4	50.0
5.	Does not exist	0.0	0.0	0.0	0.0	5.9	0.0	0.0
N =		25	17	22	10	17	23	14

P.	Library programs						
1.	Very poor	8.0	16.7	0.0	10.0	11.1	8.7	0.0
2.	Poor	28.0	16.7	26.1	30.0	38.9	8.7	7.1
3.	Good	44.0	38.9	43.5	30.0	33.3	52.2	57.1
4.	Very good	20.0	16.7	21.7	10.0	5.6	21.7	35.7
5.	Does not exist	0.0	11.1	8.7	20.0	5.6	8.7	0.0
N =		25	18	23	10	18	23	14
Q.	Legal services							
1.	Very poor	4.0	17.6	4.3	10.0	16.7	17.4	0.0
2.	Poor	24.0	29.4	21.7	30.0	16.7	13.0	7.1
3.	Good	32.0	23.5	30.4	30.0	33.3	26.1	35.7
4.	Very good	20.0	17.6	21.7	10.0	5.6	8.7	28.6
5.	Does not exist	20.0	11.8	17.4	20.0	22.2	34.8	28.6
N =		25	17	23	10	18	23	14
R.	Medical services							
1.	Very poor	0.0	5.6	4.3	10.0	5.9	13.0	0.0
2.	Poor	28.0	27.8	26.1	30.0	29.4	17.4	14.3
3.	Good	28.0	27.8	43.5	20.0	41.2	21.7	42.9
4.	Very good	24.0	16.7	13.0	20.0	0.0	21.7	21.4
5.	Does not exist	20.0	22.2	13.0	20.0	17.6	26.1	21.4
N =		25	18	23	10	17	23	14

S. Entrepreneurial opportunities							
1. Very poor	16.0	38.9	13.0	20.0	35.3	26.1	14.3
2. Poor	40.0	38.9	56.5	40.0	29.4	30.4	42.9
3. Good	40.0	22.2	26.1	30.0	29.4	17.4	21.4
4. Very good	0.0	0.0	0.0	10.0	5.9	13.0	21.4
5. Does not exist	4.0	0.0	4.3	0.0	0.0	13.0	0.0
N =	25	18	23	10	17	23	14
T. Trash service							
1. Very poor	0.0	16.7	0.0	0.0	11.1	14.3	0.0
2. Poor	0.0	16.7	8.7	0.0	11.1	4.8	7.1
3. Good	60.0	33.3	56.5	66.7	55.6	23.8	57.1
4. Very good	36.0	16.7	26.1	33.3	16.7	38.1	35.7
5. Does not exist	4.0	16.7	8.7	0.0	0.0	19.0	0.0
N =	25	18	23	10	18	22	14
U. Community organization cooperation							
1. Very poor	4.0	11.1	0.0	0.0	5.6	4.5	14.3
2. Poor	4.0	16.7	17.4	30.0	16.7	9.1	21.4
3. Good	68.0	50.0	39.1	50.0	33.3	50.0	35.7
4. Very good	20.0	22.2	43.5	20.0	33.3	27.3	28.6
5. Does not exist	4.0	0.0	0.0	0.0	5.6	9.1	0.0
N =	25	18	23	10	18	22	14

V.	Zoning ordinance/land use plans							
1.	Very poor	8.3	17.6	4.3	0.0	23.5	4.8	7.1
2.	Poor	12.5	35.3	26.1	33.3	5.9	19.0	28.6
3.	Good	58.3	29.4	52.2	55.6	23.5	47.6	35.7
4.	Very good	4.2	11.8	8.7	0.0	11.8	28.6	14.3
5.	Does not exist	16.7	5.9	8.7	11.1	29.4	0.0	14.3
N =		24	17	23	9	17	21	14
W.	City appearance							
1.	Very poor	12.0	17.6	0.0	0.0	5.9	9.1	0.0
2.	Poor	16.0	23.5	21.7	11.1	29.4	27.3	50.0
3.	Good	16.0	23.5	21.7	11.1	29.4	27.3	50.0
4.	Very good	40.0	29.4	39.1	55.6	41.2	40.9	35.7
5.	Does not exist	32.0	29.4	39.1	33.3	17.6	13.6	14.3
N =		25	17	23	9	17	22	14

Table 2
Number of Specified Community Services (Banking, Insurance, Hair Care, Car Care, Dentist, Physician, Hospital, Restaurant, Movie Theater) as Related to State

	Percent of Respondents						
	Response by State						
Number of Services	KS	NE	SD	ND	MO	CO	WY
a. 0-2	4.0	11.1	4.3	20.0	0.0	30.4	23.1
b. 3-4	8.0	5.6	4.3	20.0	12.5	13.0	0.0
c. 5-6	36.0	50.0	34.8	20.0	50.0	13.0	0.0
d. 7-8	24.0	22.2	17.4	20.0	25.0	21.7	30.8
e. 9-10	24.0	5.6	30.4	10.0	6.3	21.7	46.2
Other	4.0	5.6	8.7	10.0	6.3		
N =	25	18	23	10	16	23	13

Table 3
Availability of Consumable Goods
as Related to State

Availability in Community	Percent of Respondents Response by State KS	NE	SD	ND	MO	CO	WY
a. Most can be supplied	37.5	11.1	47.8	40.0	18.8	26.1	57.
b. Some can be supplied	12.5	44.4	26.1	10.0	18.8	13.0	14.
c. A few can be supplied	33.3	33.3	17.4	20.0	56.3	13.0	14.
d. Hardly any can be supplied	16.7	11.1	8.7	30.0	0.0	47.8	14.
Other					6.3		
N =	24	18	23	10	16	23	14

Table 4
Frequency of Purchase Within the Community of Consumable Products as Related to State

	Percent of Respondents						
	Response by State						
Frequency	KS	NE	SD	ND	MO	CO	WY
a. Almost all the time	16.0	27.8	39.1	30.0	11.8	8.7	14.3
b. More than half the time	24.0	33.3	30.4	10.0	11.8	13.0	21.4
c. Half the time	40.0	16.7	8.7	20.0	17.6	26.1	14.3
d. Less than half the time	8.0	11.1	13.0	10.0	35.3	17.4	35.7
e. Hardly ever	8.0	11.1	4.3	10.0	23.5	26.1	14.3
f. Not applicable	4.0	0.0	4.3	20.0	0.0	8.7	0.0
N =	25	18	23	10	17	23	14

Table 5
Average Community Socio Economic Class
as Related to State

Socio Economic Class	Percent of Respondents Response by State KS	NE	SD	ND	MO	CO	WY
a. Upper class	4.0	5.6	0.0	0.0	0.0	0.0	0.0
b. Upper middle class	56.0	38.9	60.9	70.0	17.6	34.8	61.5
c. Middle class	40.0	38.9	30.4	30.0	58.8	65.2	38.5
d. Lower middle class	0.0	16.7	8.7	0.0	17.6	0.0	0.0
e. Lower class	0.0	0.0	0.0	0.0	5.9	0.0	0.0
N =	25	18	23	10	17	23	13

Table 6
Average Educational Level of Adults
as Related to State

Educational level	KS	NE	SD	ND	MO	CO	WY
	Percent of Respondents						
	Response by State						
a. College graduate	44.0	50.0	30.4	20.0	12.5	34.8	28.6
b. High school/some college	12.0	16.7	4.3	10.0	6.3	13.0	14.3
c. high school/ vocational training	44.0	33.3	65.2	70.0	56.3	52.2	57.1
d. High school graduate	0.0	0.0	0.0	0.0	18.8		
e. Less than high school graduate	0.0	0.0	0.0	0.0	6.3		
N =	25	18	23	10	16	23	14

Table 7
Commodity Characteristics as Related to State

Characteristics	KS	NE	SD	ND	MO	CO	WY
	Percent of Respondents						
	Response by State						
A. Predominate national heritage other than American	24.0	55.6	34.8	66.7	5.9	17.4	7.1
N =	25	18	23	9	17	23	14
B. Within 70 miles of city over 100,000	40.0	33.3	8.7	10.0	52.9	36.4	0.0
N =	25	18	23	10	17	22	14
C. Agricultural community	92.0	94.4	100.0	90.0	88.2	78.3	71.4
N =	25	18	23	10	17	23	14
D. County seat	28.0	22.2	34.8	20.0	16.7	26.1	42.9
E. Has local newspaper, daily or weekly	64.0	55.6	82.6	70.0	66.7	73.9	92.9
F. County or area newspaper	92.0	88.9	82.6	100.0	100.0	100.0	85.7
G. Served by newspaper with statewide distribution	68.0	61.1	78.3	70.0	70.6	82.6	92.9
H. Radio station featuring community events	56.0	44.4	69.6	70.0	72.2	47.8	64.3
N =	25	18	23	10	18	23	14

A concern often raised pertains to the limited course offerings available to students in small schools. The more important question may be, at least from a programming standpoint, "Is there a relationship between the enrollment size of schools and the percent of students who take selected courses?" Data representing correlations reflecting these relationships are found in Table Set L. Where there is a significant relationship, it favors the schools with smaller enrollments. For example, as school size increases the percentage of students who take physics/chemistry and business management decreases. At the same time, no significant relationships were found in the areas of foreign language and trigonometry/calculus. To some, these results may not be surprising, since students in small high schools have less electives from which to choose. It may indicate that availability does not insure that students will choose to take advanced courses or courses normally thought of as measures of a school with a good academic program. Academic advisement and probably parental support may be the critical elements in increasing student participation in such courses as advanced mathematics and the physical sciences and foreign languages.

Table Set L

Table 1

Correlational Relationships Between School District Enrollment Size and Percentage of Graduates Who Take Selected Courses

Variable with District Enrollment Size	R	N	P
a. Physics/Chemistry	-.3382	97	.000
b. Foreign Language	.0671	94	.260
c. Trigonometry/Calculus	-.0805	97	.216
d. Business Management	-.2357	97	.010

Bibliography

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Nachtigal, Paul M. (Ed.) Rural Education: In Search of a Better Way, Boulder, Colorado: Westview Press, 1982.

_____ SPSS : User's Guide, Chicago: McGraw-Hill Book Company, 1983.

Appendix

(Letter enclosed with survey forms sent to 1981, 1983 and 1985 graduates.)

KSU
KANSAS STATE UNIVERSITY

Center for Extended Services and Studies

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

Enclosed are materials that, if completed by you, will help us better understand the schools like one from which you graduated and the occupational and educational careers of their graduates. This study is being done across a seven state area by this center and the Mid-Continent Regional Educational Laboratory. Your high school has agreed to be a part of the study. A representative in your high school has identified you as a person who could respond to the two enclosed questionnaires. As you can see, the response cards are colored-keyed with the questionnaire, and the directions for responding are found at the top of each form.

We sincerely want your input, but we want you to be aware of the following information.

> "This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results."

For us to be able to use your input in this study, you will need to return the completed cards, not questionnaires, in the enclosed postage-paid envelope within seven days.

Thank you very much for your cooperation.

Sincerely,

Jerry G. Horn, Associate Dean
and Director

JGH:kq

Enclosures

(Letter sent to designated contact person in each participating district.)

, 1986

Dear

As you may be aware, your superintendent has expressed a willingness for your school district to participate in a seven-state cooperative study by this center and the Mid-Continent Regional Educational Laboratory. Also, the superintendent has identified you as the contact person in the district. This study is intended to give us a better understanding of small/rural schools, including their characteristics, and the career and post-secondary education paths of graduates.

Enclosed in this packet are several types of response forms. They are identified below along with the expected respondents.

Form	Respondent
1) District Questionnaire	Superintendent or designee
2) Community Profile A - Superintendent	Superintendent or designee
3) Counseling Program Profile	High School Counselor
4) Senior Form	High School Seniors
5) Graduate Form	High School Graduates of 1981, 1983 and 1985
6) Community Profile B - Graduate	High School Graduates of 1981, 1983 and 1985

As the contact person, we are asking you to distribute the designated forms to the appropriate persons and to collect and return all forms in the enclosed, addressed, postage-paid envelope, except those to be mailed to the selected high school graduates of 1981, 1983 and 1985. I believe the directions/use of the forms listed as 1, 2 and 3 are self-explanatory. For the others, more specific directions are described below.

Senior Form - Randomly select two students from each quartile, based on overall grade point average (GPA), from the current high school senior class and have them respond to the survey form on the enclosed answer response card. (This will require use of a soft lead pencil, and I ask that you oversee the completion of the form.)

Graduate Form and Community Profile B - Graduate - Both the graduate form and the community profile B - graduate form are enclosed in the same envelope. From each of the graduating classes of 1981, 1983, and 1985, please select one student from each quartile, based on overall GPA, and address the envelope to the selected graduates. Hopefully, you know or would be able to obtain an address at which they could receive the form. If you wish, you may include a note to your graduate in the envelope, as there is enough postage for one more sheet of paper.

Hopefully, you can complete these tasks within ten days of receipt of this letter.

This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results. If you have questions and/or have not received a complete set of materials, please call me at (913) 532-5886.

Thank you very much for your cooperation in this project. We believe there are many positive aspects of small/rural schools and relatively little data describing those common to the McREL region, which includes North Dakota, South Dakota, Nebraska, Kansas, Missouri, Wyoming and Colorado.

Sincerely,

Jerry G. Horn, Associate Dean
and Director

JGH:kq

Enclosures

KSU KANSAS STATE UNIVERSITY

Center for Rural Education and Small Schools

College of Education
Bluemont Hall, Room 214
Manhattan, Kansas 66506
913-532-5886

April 14, 1986

Dear Superintendent:

In cooperation with the Mid-Continent Regional Educational Laboratory, we are initiating a study of small/rural schools in a seven state area. Paul Nachtigal of McREL is directing the project for McREL, and I am serving as principal investigator.

This study is intended to give us a better understanding of schools, including their characteristics, and the career and post-secondary education paths of graduates. Your school district, along with 350 others, has been randomly selected as a participant in the study, and I ask for your willingness to be a part of it. Information will be requested from four current seniors, four graduates from each of the graduating classes of 1981, 1983, and 1985, your counselor and yourself. Of course, all responses will be kept confidential, and the study will be conducted under the Kansas State University guidelines for the protection of human subjects.

This study is being conducted by friends of rural and small schools, and we believe there is a need to better understand schools like yours. Your participation is voluntary, but I sincerely request your cooperation. Also, I ask that you identify a local contact person. Due to the nature of the data to be collected, the high school counselor, the high school principal or yourself would probably be the most appropriate choice. The time required for your participation will be minimal, and I believe the results will be quite worthwhile. I ask that you complete and return the enclosed form within three days. If you have questions, please contact me at (913) 532-6361.

Sincerely,

Jerry G. Horn
Associate Dean

JGH:kq

Enclosure

I express my willingness for the participation of this school district in the Regional Rural/Small Schools Follow-up Study being conducted by McREL and KSU.

School District	Contact Person
District Name _____	Name _____
Address _____	Position _____
_____	Address _____
	_____
Telephone ( ) _____	Telephone ( ) _____
_____	_____
Date	Superintendent

Return to:

Dr. Jerry Horn
College of Education
Bluemont Hall
Kansas State University
Manhattan, KS 66506

DISTRICT QUESTIONNAIRE

(1)
(2)

RURAL EDUCATION SURVEY

(3)
(4)

1. What is your districts 7-12 Full Time Equivalent Enrollment? _____ (5-7)

2. What is your districts K-12 Full Time Equivalent Enrollment? _____ (8-10)

3. How many square miles does your district contain? _____ (11-13)

4. What is the total population of your district? _____ (14-18)

5. What is the number of communities over 50 persons in your district? _____ (19)

6. What is the total population of your county? _____ (20-24)

How man square miles does your county contain? _____ (25-29)

7. What is the number of communities with over 50 persons in your county? ___ (30-31)

8. What is the distance your office is from the nearest community with a population of over:

5000 _____ (32) 20,000 _____ (33) 50,000 _____ (34) 100,000 _____ (35)

9. How many total bus miles are traveled per year in your district?

To and from school _____ (36-41) To and from activities _____ (42-47) Total _____ (48-53)

ALL QUESTIONS ARE FOR FULL TIME EQUIVALENT	7-12		K-12	
10. How many students are bused for school?	____	(54-56)	____	(57-59)
11. This represents what percent of your total students?	____	(60-61)	____	(62-63)
12. What is your total number of faculty?	____	(64-65)	____	(66-67)
13. What percent of teachers hold advanced degrees?	____	(68-69)	____	(70-71)
14. What is your total number of administrators?	____	(72-73)	____	(74-75)
15. What is the average tenure of administrators?	____	(76-77)	____	(78-79)
16. What is your total number of clerical staff?	____	(01-02)	____	(03-04)
17. What is your total number of custodial staff?	____	(05-06)	____	(07-08)
18. What is your total number of buses?	____	(09-10)	____	(11-12)
19. What is your total number of bus drivers?			_____	(13-14)
20. What is your Food Service cost per serving?			_____	(15-18)

21. What is your total number of buildings?

_____ (19) High School _____ (20) Junior High/Middle School

_____ (21) Elementary _____ (22) Combined 7-12

_____ (23) Combined K-8 _____ (24) Combined K-12

_____ (25) Total

22. What is your districts base teacher salary? _____ (26-30)

23. What is your districts highest teacher salary? _____ (31-35)

24. What is your districts per teacher cost? _____ (36-40)

25. What is your districts per pupil cost? _____ (41-45)

26. What is your total budget? _____ (46-52)

27. What percent of your total budget is from federal sources? _____ % (53-55)

28. In which quarter of the state is your district located? (56)

____ Northeast ____ Northwest ____ Southeast ____ Southwest

29. Does your district utilize any form of performance based teacher incentive system (merit pa
_____ Yes _____ NO (57)

If so please explain _____

COMMUNITY PROFILE B - Graduate

Use the answer card marked with blue. DO NOT MARK ON THE SURVEY FORM. Use a #2 lead pencil to mark the answers on the card. Each question on the survey form corresponds to a column on the answer card. Columns 1 through 3 have been precoded on your answer card. Begin with column 4 on your answer card. Mark only one response for each question.

Column #:

4. In what size community would you most like to live?
   0. Farm
   1. Small town
   2. Medium size town - approximately 30,000
   3. Small city - 50,000 or more
   4. Large city

5. Did your family do most of their shopping in their home community?
   NOTE: Home community is defined as the community where you graduated from high school.
   0. Yes
   1. No

6. If your family did not do most of their shopping in the home community, indicate most important reason.
   0. Poor selection
   1. Most essential items not available
   2. Less expensive in another community
   3. Does not apply. They did most shopping in the home community.

7. What did/do you like best about your home community?
   0. Safe, low crime environment
   1. Lots of community programs
   2. Community pride
   3. Friendly surroundings
   4. Good schools
   5. All necessary services are provided (medical, police, etc.)
   6. Many good friends live there

8. What could most be improved in your home community?
   0. Shopping facilities
   1. Church activities
   2. Job opportunities to practice chosen career
   3. Housing
   4. Medical
   5. Education opportunities
   6. Opportunity for community participation
   7. Educational programs in schools

9. What do you least like about your home community?
   0. Isolation
   1. Entertainment availability
   2. Friends have moved
   3. Not included in community decisions
   4. Community is run down
   5. Little job opportunity
   6. Other

Please check your answer card. You should be ready for column 10.

10. In choosing where to live, how important are good schools for your children?
    0. Very high importance
    1. High importance
    2. Important
    3. Low importance
    4. Very low importance

11. In choosing where to live, how important are opportunities for career advancement?
    0. Very high importance
    1. High importance
    2. Important
    3. Low importance
    4. Very low importance

12. In choosing where to live, how important are health services?
    0. Very high importance
    1. High importance
    2. Important
    3. Low importance
    4. Very low importance

13. In choosing where to live, how important are recreation/entertainment opportunities?
    0. Very high importance
    1. High importance
    2. Important
    3. Low importance
    4. Very low importance

14. In choosing where to live, how important is participation in community decisions?
    0. Very high importance
    1. High importance
    2. Important
    3. Low importance
    4. Very low importance

15. In choosing where to live, how important is living near people of similar backgrounds?
    0. Very high importance
    1. High importance
    2. Important
    3. Low importance
    4. Very low importance

Please check your answer card. You should be ready for column 16.

16. In choosing where to live, how important is community appearance?
    0. Very high importance
    1. High importance
    2. Important
    3. Low importance
    4. Very low importance

17. If you now live away from your home community, do you plan to move back at any time?
    0. Yes
    1. No
    2. Does not apply

18. When you chose your career, were you aware of where the career was most likely to be located?
    0. Yes
    1. No

Columns 19 through 39. How do you rate the adequacy of your home community in the following areas?

Use the following rating scale to answer each question.
0. Very poor
1. Poor
2. Good
3. Very good
4. Did not exist

19. Job opportunities
20. Housing for elderly
21. Rental housing
22. Houses to buy
23. Vocational education programs
24. Adult educational programs
25. Preschool educational programs
26. Grade school facilities
27. High school facilities
28. Parks and recreationsl programs
29. Streets, sidewalks and alley maintenance and repair
30. Church
31. Opportunities for community involvement
32. Active city government
33. Police/fire protection
34. Library programs and service
35. Legal services
36. Medical services
37. Opportunities to start a business
38. Trash service
39. Cooperation among community organizations

The survey is now completed. Please return both answer cards in the postage paid return envelope. <u>DO NOT RETURN THE SURVEY FORMS.</u>

SENIOR FORM

Pick the correct answer. DO NOT MARK ON THE SURVEY FORM. Use a #2 lead pencil to mark the correct answer on the card. Each question on the survey form corresponds to a column on the answer card. Columns 1 through 3 have been precoded on your answer card. Begin with column 4 on your answer card. Mark only ONE response for each question.

Column #:

4. What is the size of your high school graduating class?
   0. 1-10 graduates
   1. 11-15 graduates
   2. 16-20 graduates
   3. 20-25 graduates
   4. 26-35 graduates
   5. 36-50 graduates
   6. 51-75 graduates
   7. 76-100 graduates
   8. 101 or more graduates

5. Which grade did you most receive for your high school classes?
   0. A
   1. A- or B+
   2. B
   3. B- or C+
   4. C
   5. C- or D+
   6. D
   7. D- or F

6. What is your sex?
   0. Male
   1. Female

7. Are you married?
   0. No
   1. Yes

8. What is your father's occupation?
   0. Farming
   1. Homemaking
   2. Blue collar worker (Mechanic, custodian, factory worker, truck driver, etc.
   3. White collar worker (Clerk, bookkeeper computer technician, secretary, etc.)
   5. Management or professional (Teacher, doctor, lawyer, accountant, owns business, etc.)
   6. Military
   7. Deceased
   8. Retired
   9. Unemployed

Please check your answer card. You should be ready for Column 9.

9. What is your mother's occupation?
   0. Farming
   1. Homemaking
   2. Blue collar worker (Mechanic, custodian, factory worker, truck driver, etc.)
   3. White collar worker (Clerk, bookkeeper,computer technician, secretary, etc.)
   4. Management or professional (Teacher, doctor, lawyer, accountant, owns business, etc.)
   5. Military
   6. Deceased
   7. Retired
   8. Unemployed

10. What is your father's education? Pick only the highest level completed.
   0. Less than 12th grade
   1. High school graduate
   2. Some college, no degree
   3. Two years of college
   4. Four years college with degree
   5. Bachelors degree + additional hours
   6. Masters degree
   7. Doctorate
   8. Technical or specialized training

11. What is your mother's education? Pick only the highest level completed.
   0. Less than 12th grade
   1. High school graduate
   2. Some college, no degree
   3. Two years of college
   4. Four years of college with degree
   5. Bachelors degree + additional hours
   6. Masters degree
   7. Doctorate
   8. Technical or specialized training

12. Where do your parents live?
   0. In a town
   1. In the country

13. What do you plan to do after graduation?
   0. Attend a four year college
   1. Attend a two year college
   2. Attend a vocational/technical school
   3. Take other type of training
   4. Get a job near hometown/no additional training
   5. Get married/stay near hometown
   6. Get a job over 50 miles from hometown
   7. Get married/leave hometown
   8. Other

Please check your answer card. You should be ready for Column 14.

14. Have you made a decision about career choice or area of study?
    0. No
    1. Yes

15. Do you feel you have had adequate knowledge or exposure to choices before making a career choice or area of study decision?
    0. No
    1. Yes

16. What most influenced you in chosing your career choice or area of study?
    0. Geographic location of job availability
    1. Job availability regardless of geographic location
    2. Salary expectations
    3. Prestige
    4. Nature of the work
    5. Other

17. Primarily how did you learn about career choice opportunities? (Choose one.)
    0. Work study programs
    1. Special career classes
    2. Career days/fairs
    3. Military recruiters
    4. Vocational/technical school recruiters
    5. College recruiters
    6. Guidance counselor/counseling activities
    7. Parents
    8. Teachers
    9. Other

18. What type of counseling did you receive most from your high school guidance counselor?
    0. Planned group meetings
    1. Planned individual meetings
    2. Personal counseling
    3. Academic counseling
    4. Counseling on choice of college
    5. Counseling on choice of education
    6. No counseling, but school had a guidance counselor
    7. No counseling. School did not have a guidance counselor

19. To what extent do you feel your career/educational choices are limited after high school?
    0. Very limited
    1. Limited
    2. Unlimited

20. In what area do you feel least prepared for the transition from high school to college academics?
    0. English
    1. Mathematics
    2. Speech
    3. Science
    4. Social Science
    5. Other
    6. Not applicable

Please check your answer card. You should be ready for Column 20.

21. Why do you feel your career/educational choices are limited or very limited? Pick the one answer that most applies.
    0. High school grades are too low for college acceptance
    1. High school classes inadequately prepared me for college classes I needed for my career choice
    2. High school had little or no vocational training
    3. Family responsibilities
    4. Financial reasons
    5. Training too far away for chosen career
    6. Lack of motivation
    7. Not applicable

22. Which area do you feel would most negatively affect your transition from high school to college?
    0. Lack of study skills
    1. Lack of social skills
    2. Lack of communication skills
    3. Lack of time management skills
    4. Lack of motivation
    5. Not applicable

23. Do you feel a rural high school graduate can be considered successful if he or she stays in his home community after graduation?
    0. No
    1. Yes

24. Do you feel a rural high school graduate can be considered successful if he or she returns to his home community after college or other training?
    0. No
    1. Yes

25. If there were a demand in your home community for a job utilizing your career choice, would you like to return to your home community to work?
    0. No
    1. Yes, anytime
    2. Yes, at a later date

26. Which is most important?
    0. A good job, no matter what the location
    1. A job near your home community
    2. A job in or near a bigger city
    3. A job on a farm

27. Which is the most important?
    0. Salary level
    1. Job prestige
    2. Job satisfaction
    3. Job location

The survey is now completed. Please return the answer card to your instructor. Thank you for your assistance.

Use the answer card to record your answers. DO NOT MARK ON THE SURVEY FORM. Use a #2 lead pencil to mark the answers on the card. Each question on the survey form corresponds to a column on the answer card. Columns 1 through 3 have been precoded on your answer card. Begin with column 4 on your answer card.

Column #:

4. How many of the following services are provided within your community? (banking, insurance, hair care, car care, dentist, physician, hospital facility, restaurant, movie theater)
   0. 0-2
   1. 3-4
   2. 5-6
   3. 7-8
   4. 9-10

5. Normally, can most goods be purchased in your community? (Clothes, shoes, sporting goods, books/magazines, furniture, over the counter medicine, prescriptions, cars, food, hardware, lumber yard products, agribusiness inputs, car parts, etc.)
   0. Most can be supplied by the community
   1. Some can be supplied by the community
   2. A few can be supplied by the community
   3. Hardly any can be supplied by the community

6. If available, do you purchase most preceding items in your community?
   0. Almost all the time
   1. More than half the time
   2. About half the time
   3. Less than half the time
   4. Hardly ever
   5. Not applicable

7. What is the average socio-economic status of your community?
   0. Upper class
   1. Upper middle class
   2. Middle class
   3. Lower middle class
   4. Lower class

8. What is the average educational level of the adults in your community?
   0. College graduate
   1. High school graduate/some college
   2. High school graduate/vocational training
   3. High school graduate
   4. Less than high school graduate

9. Is your community characterized by a predominance of residents of one national heritage? (i.e., Polish, Czech, French, Norwegian, Spanish-American, etc.)
   0. Yes
   1. No

10. Is your community within seventy miles of a city with population in excess of 100,000?
    0. Yes
    1. No

Please check your answer card. You should be ready for column 11.

11. Is your community an agricultural community?
    0. Yes
    1. No

12. Is your community the county seat?
    0. Yes
    1. No

13. Is your community served by a local newspaper, daily or weekly?
    0. Yes
    1. No

14. Is your community served by a county or area newspaper?
    0. Yes
    1. No

15. Is your community served by a newspaper with state wide distribution?
    0. Yes
    1. No

16. Is there a radio station which regularly features events and news from your community?
    0. Yes
    1. No

Columns 17 through 39. How do you rate the adequacy of your community in the following areas?

Use the following rating scale to answer each question.

0. Very poor
1. Poor
2. Good
3. Very good
4. Does not exist

17. Job opportunities
18. Housing for elderly
19. Rental housing
20. Houses to buy
21. Vocational education programs
22. Adult educaltional programs
23. Preschool educational programs
24. Grade school facilities
25. High school facilities
26. Parks and recreational programs
27. Street repair and maintenance
28. Church
29. Community inivolvement
30. Active city government
31. Police and fire protection
32. Library programs and service
33. Legal services
34. Medical services
35. Opportunity to start business
36. Trash service
37. Community organization cooperation
38. Zoning ordinances/land use plans
39. City appearance/community pride

The survey is now completed. Please return the answer card in the postage paid return envelope. DO NOT RETURN THE SURVEY FORM.

Use the answer card to record your answers. DO NOT MARK ON THE SURVEY FORM. Use a #2 lead pencil to mark the answers on the card. Each question on the survey form corresponds to a column on the answer card. Columns 1 through 3 have been precoded on your answer card. Begin with column 4 on your answer card.

Column #:

4. Regarding your professional preparation as a guidance counselor, what is your highest level of education?
   0. B.S., B.A.
   1. M.S., M.Ed. unrelated field
   2. M.S., M.Ed. related field
   3. Credential in guidance/counseling
   4. Graduate study in counseling - no graduate degree
   5. Ph.D. guidance/counseling
   6. Ph.D. unrelated field

5. How many professional development activities have you participated in within the past three years? (Count only guidance/counseling related)
   0. 0
   1. 1-2
   2. 3-4
   3. 5
   4. More than 5

6. Within 60 driving miles of your residence, were University or college courses available in A) Programs for special needs students; B) Career counseling; C) Bi-lingual or non-english students?
   1. A was available
   2. B was available
   3. C was available
   4. A & B were available
   5. B & C were available
   6. A & C were available
   7. All were available
   8. None were available

7. When was your school district's career guidance plan updated?
   0. Never
   1. Within the last two years
   2. Within the last five years
   3. More than five years ago
   4. There is no career guidance plan

8. Was their on-site recruitment in your school last year by A) Community colleges/universities; B) Military; C) Vo-Tech schools?
   0. There was recruitment by only colleges/universities
   2. There was recruitment by only the military
   3. There was recruitment by only the vo-tech schools
   4. There was recruitment by all groups
   5. There was recruitment by military and vo-tech schools
   6. There was recruitment by colleges/universities and vo-tech schools
   7. There was recruitment by colleges/universities and military

Please check your answer card. You should be ready for column 9.

9. What percentage of your work time is spent as a guidance counselor? (DO NOT include other aspects of your job, such as teaching, administraton, coaching, etc.)
   0. 0-10%
   1. 11-20%
   2. 21-30%
   3. 31-40%
   4. 41-50%
   5. 51-60%
   6. 61-70%
   7. 71-80%
   8. 81-90%
   9. 91-100%

10. Does your school have specific curriculum offerings for students preparing to attend college?
   0. Yes
   1. No

11. Does your school have specific curriculum offerings in vocational studies?
   0. Yes
   1. No

12. Do you use computer based career information systems?
   0. Yes
   1. No

13. Is there a budget for guidance counseling in your school district?
   0. Yes
   1. No

14. Is your guidance program operating under established state standards?
   0. Yes
   1. No.

15. Does your school offer physics?
   0. Yes
   1. No

16. Does your school offer chemistry?
   0. Yes
   1. No

17. Does your school offer computer science?
   0. Yes
   1. No

18. Does your school offer more than one year foreign language?
   0. Yes
   1. No

Please check your answer card. You should be ready for column 19.

19. Does your school offer trigonometry and/or calculus?
    0. Yes
    1. No

20 Does your school offer business management?
    0. Yes
    1. No

Use the following scale to answer questions 21 through 24.

0. 0-10%	5. 51-60%
1. 11-20%	6. 61-70%
2. 21-30%	7. 71-80%
3. 31-40%	8. 81-90%
4. 41-50%	9. 91-100%

21. What percentage of the graduating high school class will have taken physics or chemistry by the time they graduate?

22. What percentage of the graduating high school class will have taken foreign languages by the time they graduate?

23. What percentage of the graduating high school class will have taken trigonometry or calculus by the time they graduate?

24. What percentage of the graduating high school class will have taken business management or other advanced business training by the time they graduate?

25. Are student and their families made aware of career/guidance information and extra curricular resources and activities through a bulletin board?
    0. Yes
    1. No

26. Are students and their families made aware of career/guidance information and extra curricular resources and activities through a school newspaper?
    0. Yes
    1. No

27. Are students and their families made aware of career/guidance information and extra curricular resources and activities though the local newspaper?
    0. Yes
    1. No

28. Are students and their families made aware of career/guidance information and extra curricular resources and activities through the public address system announcement?
    0. Yes
    1. No

29. Do you present any classes on careers and educational opportunities?
    0. Yes
    1. No

Please check your answer card. You should be ready for column 30.

30. Do you have planned meetings with each senior?
    0. Yes
    1. No

31. How many of the graduating class participate in extra curricular activities such as music, drama, debate, sports, math-science clubs, etc.
    0. Hardly any, less than 25%
    1. Some participate 25-50%
    2. Quite a few participate, 51-75%
    3. Almost all graduates participate in some extra curricular activity

32. Do you use individual counseling sessions in career guidance?
    0. Yes
    1. No

33. Do you use role playing in career guidance?
    0. Yes
    1. No

34. Do you use small group discussion in career guidance?
    0. Yes
    1. No

35. Do you use films in career guidance?
    0. Yes
    1. No

36. Do you use video taping in career guidance?
    0. Yes
    1. No

37. Do you use area career professionals in career guidance?
    0. Yes
    1. No

38. How well do you feel you will be prepared as a counselor in five years?
    0. Very well prepared
    1. Adequately prepared
    2. Not as adequately prepared as I would like
    3. Poorly prepared
    4. Not applicable

39. How well do you feel you will be prepared as a counselor in ten years?
    0. Very well prepared
    1. Adequately prepared
    2. Not as adequately prepared as I would like
    3. Poorly prepared
    4. Not applicable

The survey is now completed. Please return the answer card in the postage paid return envelope. Do not return the survey form. Thank you.

GRADUATE FORM

Use the answer card marked with purple. Pick the correct answer.
DO NOT MARK ON THE SURVEY FORM. Use a #2 lead pencil to mark the correct answer on the card. Each question on the survey form corresponds to a column on the answer card. Columns 1 through 3 have been precoded on your answer card.
Begin with column 4 on your answer card.

Column #:

4. What is the size of your high school graduating class.
   0. 1-10 graduates
   1. 11-15 graduates
   2. 16-20 graduates
   3 20-25 graduates
   4. 26-35 graduates
   5. 36-50 graduates
   6. 51-75 graduates
   7. 76-100 graduates
   8. 101 or more graduates

5. Which grade did you most receive for your high school classes?
   0. A
   1. A- or B+
   2. B
   3. B- or C+
   4. C
   5. C- or D+
   6. D
   7. D- or F

6. In what year did you graduate from high school?
   0. 1981
   1. 1983
   2. 1985

7. What is your sex?
   0. Male
   1. Female

8. Are you married?
   0. No
   1. Yes

9. How long have you been married?
   0. Married during high school
   1. Married just after high school graduation
   2. Married one year after high school graduation
   3. Married two years after high school graduation
   4. Married three years after high school graduation
   5. Married four years after high school graduation
   6. Married five years after high school graduation
   7. Not applicable

Please check your answer card. You should be ready for Column 10.

10. What is your father's occupation?
    0. Farming
    1. Homemaking
    2. Blue collar worker (Mechanic, custodian, factory worker, truck driver, etc.
    3. White collar worker (Clerk, bookkeeper,computer technician, secretary, etc.)
    5. Management or professional (Teacher, doctor, lawyer, accountant, Owns business, etc.)
    6. Military
    7. Deceased
    8. Retired
    9. Unemployed

11. What is your mother's occupation?
    0. Farming
    1. Homemaking
    2. Blue collar worker (Mechanic, custodian, factory worker, truck driver, etc.)
    3. White collar worker (Clerk, bookkeeper,computer technician, secretary, etc.)
    4. Management or professional (Teacher, doctor, lawyer, accountant, owns business, etc.)
    5. Military
    6. Deceased
    7. Retired
    8. Unemployed

12. What is your father's education? Pick only the highest level completed.
    0. Less than 12th grade
    1. High school graduate
    2. Some college, no degree
    3. Two years of college
    4. Four years college with degree
    5. Bachelors degree + additional hours
    6. Masters degree
    7. Doctorate
    8. Technical or specialized training

13. What is your mother's education? Pick only the highest level completed.
    0. Less than 12th grade
    1. High school graduate
    2. Some college, no degree
    3. Two years of college
    4. Four years of college with degree
    5. Bachelors degree + additional hours
    6. Masters degree
    7. Doctorate
    8. Technical or specialized training

Please check your answer card. You should be ready for Column 14.

14. Where do your parents live?
    0. In a town
    1. In the country

15. Where do you live?
    0. With parents
    1. Separate from parents but in same area
    2. Different area from parents

16. In October, 1981, if you were in college or other training after high school, please indicate proper category: (1983 and 1985 grads choose #5)
    0. Four year college or university
    1. Two year college
    2. Vocational/technical school
    3. Proprietary school
    4. Other training
    5. Not applicable, still in high school

17. In October, 1981, if you were not in high school, college or other training, indicate your occupation: (1983 and 1985 grads choose #7)
    0. Farming
    1. Homemaking
    2. Blue collar worker
    3. White collar worker
    4. Management or professional
    5. Military
    6. Other
    7. Not applicable, still in high school
    8. Not applicable, in college or other training

18. In October, 1983, if you were in college or other training after high school, please indicate proper category: (1985 grads choose #5)
    0. Four year college or university
    1. Two year college
    2. Vocational/technical school
    3. Proprietary school
    4. Other training
    5. Not applicable, still in high school
    6. Not applicable, working

19. In October, 1983, if you were not in high school, college or other training, indicate your occupation: (1985 grads choose #7)
    0. Farming
    1. Homemaking
    2. Blue collar worker
    3. White collar worker
    4. Management or professional
    5. Military
    6. Other
    7. Not applicable, still in high school
    8. Not applicable, in college or other training

Please check your answer card. You should be ready for Column 20.

20. In October, 1985, if you were in college or other training after high school, please indicate proper category:
    0. Four year college or university
    1. Two year college
    2. Vocational/technical school
    3. Proprietary school
    4. Other training
    5. Not applicable, still in high school
    6. Not applicable, working

21. In October, 1985, if you were not in college or other training, indicate your occupation:
    0. Farming
    1. Homemaking
    2. Blue collar worker
    3. White collar worker
    4. Management or professional
    5. Military
    6. Other
    7. Not applicable, in college or other training

22. In October, 1981, in your occupation, education, or post high school, what distance were you from your hometown area? (1983,1985 grads choose #5)
    0. In hometown area
    1. Up to 25 miles
    2. 26-50 miles
    3. 51-100 miles
    4. 101 or more miles
    5. Not applicable

23. In October, 1983, in your occupation, education, or after high school, what distance were you from your hometown area? (1985 grads choose #5)
    0. In hometown area
    1. Up to 25 miles
    2. 26-50 miles
    3. 51-100 miles
    4. 101 or more miles
    5. Not applicable

24. In October, 1985, in your occupation, education, or after high school, what distance were you from your hometown area?
    0. In hometown area
    1. Up to 25 mimles
    2. 26-50 miles
    3. 51-100 miles
    4. 101 or more miles
    5. Not applicable

Please check your answer card. You should be ready for Columns 25 & 26.

25. & 26. If you have attended college or other training, indicate your area of study. Use two columns to record your answer. If your area of study does not appear on the list, choose 90. Other. If you did not attend college or other training, choose 91. Not applicable .

00. Accounting
01. Aerospace
02. Agricultural Economics
03. Agricultural Engineering
04. Agriculture
05. Agronomy
06. Anatomy and Physiology
07. Animal Science and Industry
08. Anthropology
09. Architecture and Design
10. Architectural Engineering
11. Art
12. Arts and Science
13. Auto Mechanics
14. Biochemistry
15. Biology
16. Business
17. Carpentry
18. Chemical Engineering
19. Chemistry
20. Child Care
21. Civil Engineering
22. Clothing, Textiles,Interior Design
23. Computer Science
24. Data Processing
25. Dental Technician
26. Dentistry
27. Dietetic, Restaurant Management
28. Drafting
29. Economics
30. Education
31. Electrical engineering
32. Electrician
33. Engineering
34. Engineering technology
35. English
36. Entomology
37. Family and Child Development
38. Family Economics
39. Farm Management
40. Finance
41. Fine Arts
42. Flower Arranging
43. Foods and Nutrition
44. Forestry
45. Geography
46. Gerontology
47. Grain Science and Industry
48. History
49. Home Economics
50. Horticulture
51. Industrial Engineering
52. Interior Architecture
53. Journalism
54. Laboratory Medicine
55. Lab Technician
56. Landscape Architecture
57. Languages
58. Management Training
59. Marketing
60. Mathematics
61. Mechanical Engineering
62. Medicine
63. Military Science
64. Milling and Baking
65. Modern Languages
66. Music
67. Nuclear Engineering
68. Nursing
69. Nurses Aide Training
70. Philosophy
71. Physical Education
72. Physical Therapy
73. Physics
74. Plant Pathology
75. Plumbing
76. Political Science
77. Printing
78. Psychology
79. Regional and Community Planning
80. Secretarial Training
81. Sales Training
82. Sociology/Social Work
83. Speech
84. Statistics
85. Theatre
86. Veterinary Medicine
87. Veterinary Assistant
88. Other college level training
89. Other vocational training
90. Other
91. Not applicable

Please check your answer card. You should be ready for Column 27.

27. What most influenced you in chosing your career choice or area of study?
    0. Geographic location of job availability
    1. Job availability regardless of geographic location
    2. Salary expectations
    3. Prestige
    4. Nature of the work
    5. Other

28. Primarily, how did you learn about career choice opportunities?
    0. Work study programs
    1. Special career classes
    2. Career days/fairs
    3. Military recruiters
    4. Vocational/technical recruiters
    5. College recruiters
    6. Guidance counselor/counseling activities
    7. Parents
    8. Teachers
    9. Other

29. What type of counseling did you most receive from guidance counselors in high school?
    0. Planned group meetings
    1. Planned individual meetings
    2. Personal counseling
    3. Academic counseling
    4. Counseling on choice of college
    5. Counseling on choice of occupation
    6. No counseling, but school had a guidance counselor
    7. No counseling, school did not have a guidance counselor
    8. Other

30. To what extent do you feel your career/educational choices were limited after high school?
    0. Very limited choices
    1. Limited choices
    2. Unlimited choices

31. Why do you feel your career/educational choices were limited after high school? (Choose one.)
    0. High school grades were too low for college acceptance
    1. My high school classes inadequately prepared me for college classes I needed for my career choice
    2. My high school had little or no vocational training
    3. Family responsibilities
    4. Financial reasons
    5. Training too far away for chosen career
    6. Lack of motivation
    7. I don't feel they were limited

Please check your answer card. You should be ready for Column 32.

32. In what area were you least prepared for the transition from high school to college academics?
    0. English
    1. Mathematics
    2. Speech
    3. Science
    4. Social Science
    5. Other
    6. Not applicable

33. Which factor most negatively affected your transition from high school to college or other advanced training?
    0. Lack of study skills
    1. Lack of social skills
    2. Lack of communication skills
    3. Lack of time management skills
    4. Lack of motivation
    5. Not applicable

34. How do/did your college grades compare with your high school grades?
    0. Both about the same
    1. College grades are/were lower
    2. College grades are/were higher
    3. Not applicable

35. Do you feel a rural high school graduate can be considered successful if he stays in his rural community after graduation?
    0. Yes, he can be considered successful
    1. No, he cannot be considered successful

36. Do you feel a rural high school graduate can be considered successful if he returns to his home community to work after college or other training?
    0. Yes, he can be considered successful
    1. No, he cannot be considered successful

37. If there were a demand in your home community for a job utilizing your career choice, would you like to return to your home community to work?
    0. No, I never would
    1. Yes, I would sometime in the future
    2. Yes, I would go now
    3. I already work in my home community

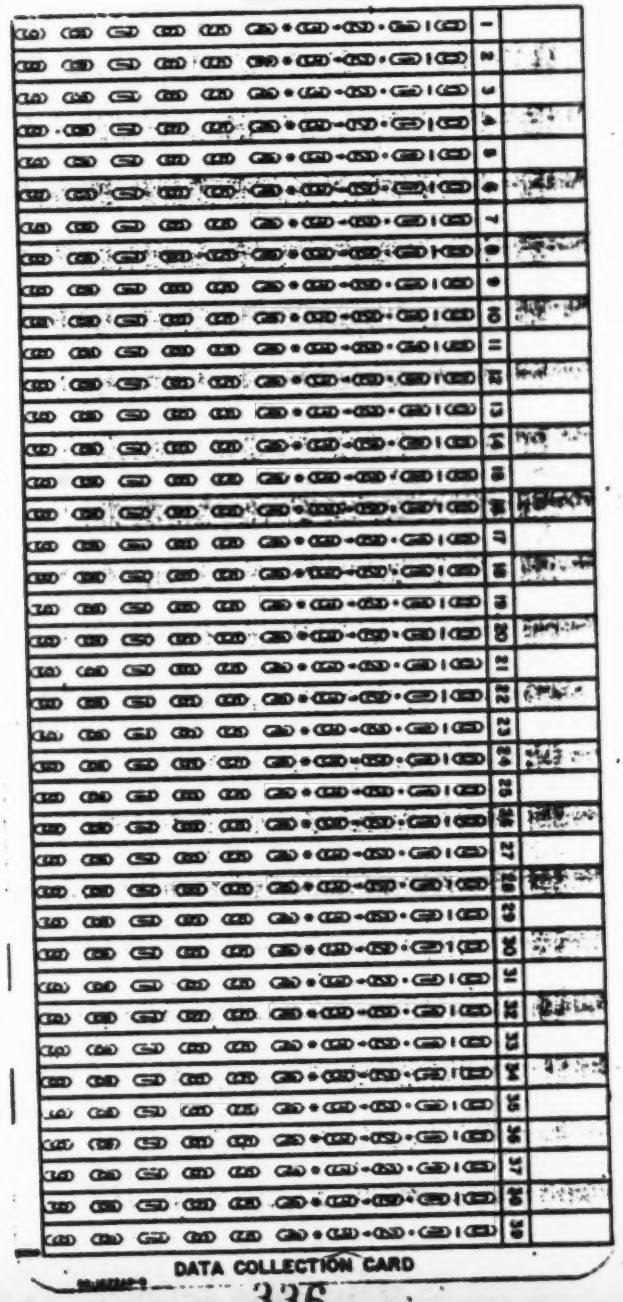
38. Which is the most important?
    0. A good job, no matter where it is located
    1. A job near the home community
    2. A job in or near a bigger city
    3. A job on the farm

Please check your answer card. You should be ready for Column 39.

39. Which is the most important?
    0. Level of salary
    1. Prestige of the job
    3. Job satisfaction
    4. Location of the job

This survey is now completed. Please return the answer card in the enclosed postage paid envelope. Thank you for your assistance.

KANSAS STATE UNIVERSITY



DATA COLLECTION CARD

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